Update on Effective Teaching

Report to Board of Directors
Education Committee
August 13, 2013

Pittsburgh Public Schools | **EXCELLENCE FOR ALL**

The Pathway to the Promise.™

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Executive Summary

On August 2, 2013, more than 1,400 Pittsburgh Public Schools teachers received no-stakes-attached reports that established an unprecedented platform for professional growth.

These reports bring together for the first time three lenses on effective teaching. These lenses have been developed over four years as part of our Empowering Effective Teachers plan through a collaboration between PPS and the Pittsburgh Federation of Teachers in partnership with more than 400 PPS educators and national experts. The first lens looks at observations of teaching practice; the second lens isolates teachers and schools' contribution to student learning and growth; and the third lens uses student perception surveys to tell us how students are experiencing their classrooms.

By bringing effective teaching into focus in this way that it had never been before, it provides actionable information that can support professional growth and improve results for students. The information is accompanied by more than 15 different types of resources and learning opportunities— some new, while others teachers have been able to access for years.

Using our lenses on effective teaching, we can see that the difference between highly effective and ineffective teaching is dramatic for students.

We also know that we have effective teachers in every corner of our District, and success is possible in all of our schools.

It is our obligation to work together to use this information in ways that result in professional growth and ultimately improve the life prospects of children in Pittsburgh.

To accelerate student learning, we have to improve teaching.

Effective teachers are the #1 school-based factor for improving student outcomes. A teacher's effectiveness has more impact on student learning than any other factor under the control of school systems, including class size, school size and the quality of after-school programs.[1]

Research shows that, of school-based factors, the quality of teaching has the most significant impact on student growth.

Effective teachers develop academic skills, establish and reinforce positive behaviors, and help students shape their dreams.

[1] Steven G. Rivkin, Eric A. Hanushek, and John F. Kain, "Teachers, Schools, and Academic Achievement," Econometrica, Vol. 73, No. 2 (March 2005), pages 417–458.

We now have ways to understand and respond to differences in teacher effectiveness.
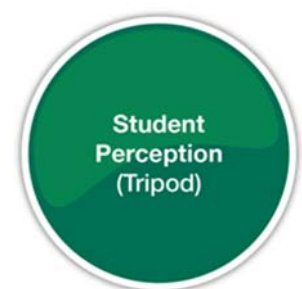
Until recently, PPS could not accurately recognize differences in teacher effectiveness, much less respond to them in meaningful ways.

In fact, teachers have told us time and again that the information they received in the past as part of their evaluations did not help them grow as professionals. A 2008 survey showed that fewer than 15 percent of teachers strongly agreed with the statement that, "Teacher evaluation in my building is rigorous and reveals what is true about teachers' practice."

An effective teacher in Pittsburgh Public Schools is a professional, who knows his or her subject, and teaches it well, inspiring and engaging all students as individuals to fulfill their personal and career goals, and accelerating learning so that all students are Promise-Ready.

In the last four years, we have defined what effective teaching is at PPS and have also adopted new tools that identify differences in teacher effectiveness. These tools provide useful information to improve teaching.

Just like in other complex professions, there's no single tool that can do justice to the work teachers do. That's why we've worked so hard to be able to look at teaching through multiple lenses.

Observation of Teacher Practice (RISE)

Student Learning and Growth (Value-Added Measures, or VAMs)

Student Perception (Tripod)

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Teachers are using new information and feedback to improve results for students.

Teachers privately have received information on their practice from the perspective of these lenses for several years. They have received RISE (teacher observation) results since 2010-11, student learning and growth results (VAM) or RISE 3f since 2011-12, and student feedback (Tripod) since 2011-12.

Thus, motivated teachers have already had an opportunity to use this information to grow their practice for the benefit of their students.

- 70% of PPS teachers agree that "The RISE evaluation system supports and encourages my professional growth." (Westat, August 2012)

- Many schools are already are using RISE to open classroom doors and facilitate peer-to-peer collaboration.

- Approximately 600 teachers participated in Supported Growth Plans during 2012-13, selecting a single area of focus for professional growth and engaging in deep professional learning.

- Many, though not all, teachers have accessed their Tripod and VAM results to discover opportunities for professional growth, and turn new feedback into action in the classroom.
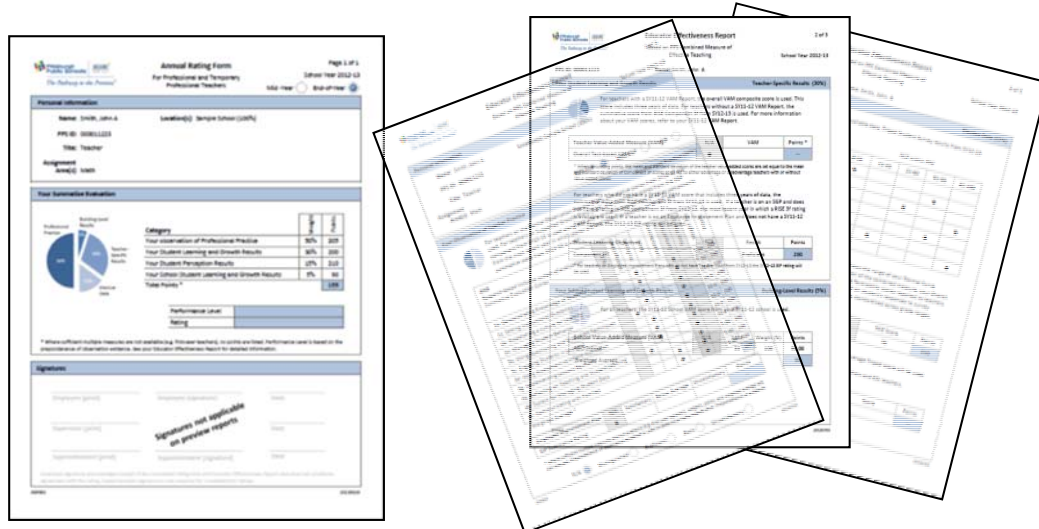
We designed our system to support and recognize growth.

On August 2, 2013 for the first time, more than 1,400 PPS teachers received access to preview Annual Rating Forms and Educator Effectiveness Reports. These reports pulled together information from the three lenses to bring a teacher's effectiveness into full focus.
These preview reports include an identification of teachers' overall performance level as Distinguished, Proficient, Needs Improvement, or Failing per the requirements of Act 82.

Although PPS is not required to provide these reports until the end of the 2013-14 school year, PPS is ahead of the curve thanks to the several years of hard work that have already taken place. **We are able to share these no-stakes-attached preview reports with teachers to give them a full year to reflect on their practice before the information is used for actual ratings**. And, that's in addition to the years that teachers have already had to privately reflect on information provided by the individual lenses.

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We are obligated to use this information in ways that result in professional growth and ultimately improve the life prospects of children in Pittsburgh.

We have many resources in place to support teachers as they work to grow their practice:

- Along with the preview reports, teachers have received suggested action steps tailored to their performance level, as well as access to resources and opportunities for professional learning that are aligned to the lenses on effective teaching.

- School administrators—who previously had not seen information on their teachers' effectiveness beyond the observation of teacher practice lens—now also have access to the preview reports. Principals are being trained to use this information to help teachers reach their professional goals.

- More than 15 different types of professional learning and support opportunities are already available to PPS teachers. As a District, we are working to align these supports for teachers, both in-school and online, to the lenses on effectiveness to help them translate their evaluation results into action.
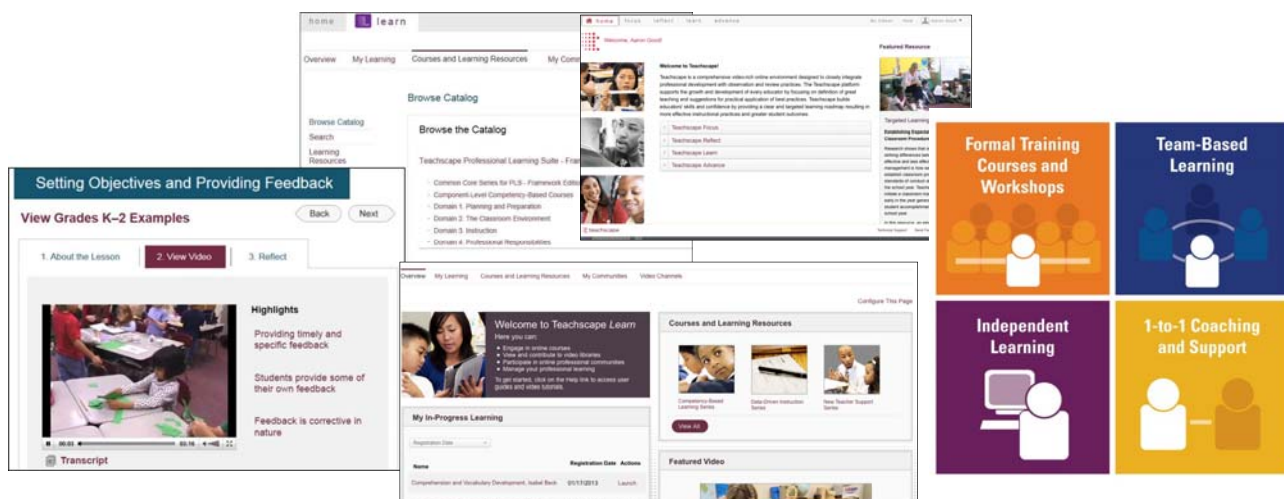
Only at the end of the 2013-14 school year will this information begin to be used for actual employee evaluations. And, even then, no teacher will be let go based on just one year of poor performance.

Our system is designed to recognize growth. There are no quotas for the different performance levels. This means that we could have a workforce in which all teachers perform at Proficient or Distinguished levels.

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What resources are available to support teachers' professional growth?

This year's preview reports are complemented by more than 15 different types of resources and learning opportunities. Some of these are brand new, while others have been part of our District for years. Highlights include:

- **Preview Educator Effectiveness Reports** – individual performance information compiled in one place, providing an integrated and actionable platform upon which teachers can create professional growth plans

- **Observing and Conferring through RISE** – continuous cycles of observation, feedback, and support from school-based instructional leaders, such as Principals, Directors and Instructional Teacher Leaders 2

- **Effective teacher workshop series** – professional learning opportunities led by PPS teachers and aligned to evaluation criteria so teachers can find and attend sessions relevant to their personal learning goals

- **Teachscape** *Learn* – new online resources including videos of classroom instruction that are aligned to evaluation criteria

- **Integrated learning around the Common Core State Standards and effective teaching** – professional learning opportunities that address curriculum and practice together

- **Intensive Support Process** – personalized learning plans developed by teachers in partnership with principals and integrated into the RISE observation process so that all PPS teachers are part of the RISE process

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The differences between highly effective and ineffective teaching are dramatic.

The first goal of our Empowering Effective Teachers (EET) plan is to increase the number of PPS teachers demonstrating the highest levels of effectiveness.

In 2012-13, more than 85% of PPS teachers demonstrated effective performance, earning the Proficient or Distinguished performance level. In fact, 15% of PPS teachers demonstrated highly effective practice, performing at the Distinguished level.

This is the first time that we can recognize, as a District, the extraordinary performance of our educators. There are no quotas. As teachers grow their practice, it is possible to increase the percent of teachers whose performance is recognized as Distinguished each year. As we can see below, the impact of this growth on students would be dramatic.

At the same time, another 5% of PPS teachers' performance was identified as Needs Improvement last year, just below the Proficient level. With a few strides, these teachers could grow their practice and achieve the Proficient level. This would also directly would improve student outcomes.

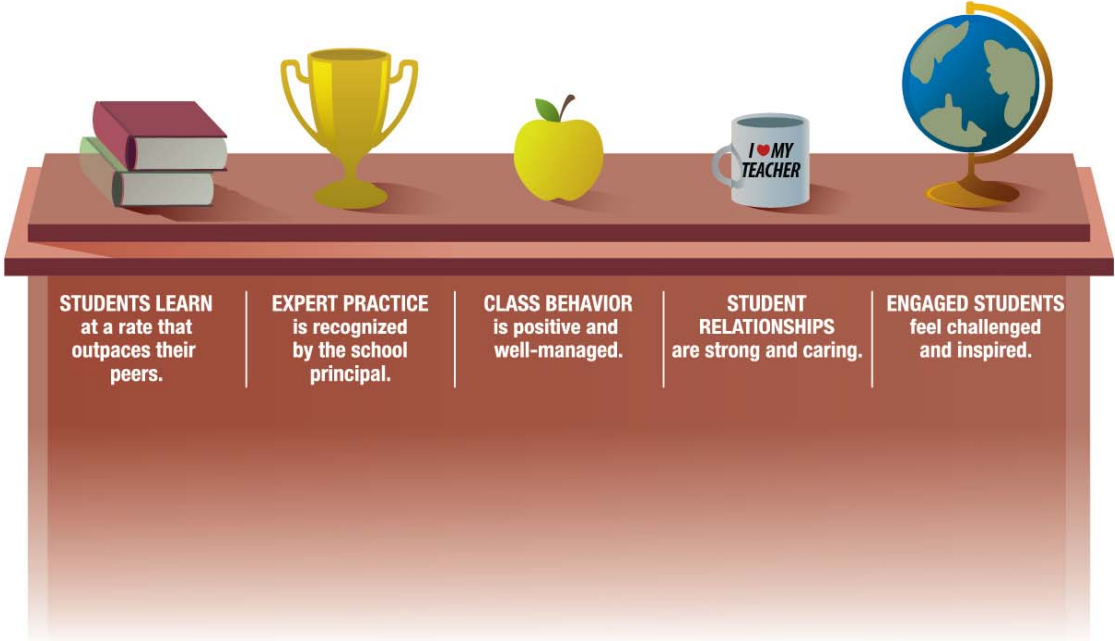## What are we learning about teacher effectiveness?

- **Students' classroom experiences vary widely from teacher to teacher**. At the high school level, teachers with the strongest student perception scores have 9 out of 10 students reporting positive experiences, while those with the lowest scores have just 2 out of 10 students reporting the same.

- **The differences in teachers' impact on student learning are great.** The average difference in learning growth for a typical student with the average teacher demonstrating Distinguished performance compared to the average teacher demonstrating Failing performance is more than seven months in a single school year.[i]

- **Our most effective teachers are producing gains in student learning that are large enough that, if accumulated over several years, could significantly reduce achievement gaps between black and white students.** (Mathematica Policy Research, 2010)

[i]Based on PSSA results for 4th through 8th grade; Mathematica Policy Research

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Finally, 9% of PPS teachers' performance placed them in the Failing category last year.[2] These teachers are earning significantly fewer than half of the total points they could achieve through their evaluation process. Their students aren't experiencing effective teaching or growing academically, and their principals and peers are identifying multiple areas where their practice needs to improve.

Although this is what we see now, we believe that all of our teachers can grow and that that these numbers can change. As a District, we intend to support teachers in their professional growth journeys, but we encourage them to chart the course of their own journey.

What are the Characteristics of a Teacher Performing at the Distinguished Level?

| STUDENTS LEARN at a rate that outpaces their peers. | EXPERT PRACTICE is recognized by the school principal. | CLASS BEHAVIOR is positive and well-managed. | STUDENT RELATIONSHIPS are strong and caring. | ENGAGED STUDENTS feel challenged and inspired. |

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[2]Percentages are out of the total number of teachers for whom a combined measure could be calculated and who have an Educator Effectiveness Report. However, there are roughly 450 PPS classroom teachers covered under Act 82 for whom a combined measure could not be calculated because those teachers do not currently have sufficient performance information. This group primarily includes early childhood educators and teachers serving at Conroy, Pioneer, Gifted Center, Student Achievement Center, and Oliver Citywide Academy. When considering these totals, the share of all PPS classroom teachers whose performance placed them in the Failing category totaled 7% and in the Needs Improvement category totaled 4%.

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Effective teaching within our District crosses boundaries of geography, grade level and experience.

The second goal of our EET plan is to increase the exposure of high-needs students to highly effective teaching. This is a key piece of our District's Equity work, essential to addressing racial disparities in our District.

Our most effective teachers are found throughout the District. They teach in magnet and neighborhood schools, in all regions of the city, and of every grade configuration. Our most effective teachers include some new to the profession as well as some of our seasoned veterans.

Highly effective teaching is happening in our schools serving more than 95% low-income students and/or students of color.

Within our schools serving more than 95% low-income students and/or students of color, 12% of teachers performed at levels that earned them recognition as Distinguished during 2012-13. These teachers' performance is highly effective.

Success is possible at all of our schools. And, it means that all of our students have the chance to experience highly effective teaching.

At the same time, students attending schools serving more than 95% low-income students and/or students of color are more likely to spend time with a teacher at the lowest level of performance. 16% of teachers in schools serving 95% low income students and/or students of color performed at the lowest level, whereas 7% of teachers performed at this level in other schools.

Increasing the percent of students of color taught by a highly effective teacher is necessary to reaching our District goals, improving the life outcomes of our students, and ensuring that all of our students are able to take advantage of the Pittsburgh Promise®.

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Takeaway #1: Our evaluation system is accurate and fair and experts agree.

Rather than being driven by compliance, the Empowering Effective Teachers work in Pittsburgh started as a result of feedback from teachers that the current evaluation system was not sufficient to help them meet the needs of their students.

As a result, PPS and Pittsburgh Federation of Teachers leadership has been able to develop a system in close collaboration with teachers that is tailored to the Pittsburgh experience.

This approach may have caused us to move more slowly than others, but we believe it has allowed us to build a stronger system as a result.

> "What's going on in Pittsburgh is different than what's going on in other places. If we had more of what's going on in Pittsburgh, we'd have less polarization."
>
> *Randi Weingarten,*
> *American Federation of Teachers*
> *President*

The PPS system has been validated by independent sources.

The strength of our individual measures has been confirmed by a forthcoming report from the U.S. Department of Education's Institute for Education Sciences.

Our approach using student perceptions, student outcomes, and observation of professional practice as part of a combined measure of teacher effectiveness is consistent with best practice emerging from the national Measures of Effective Teaching (MET) study[3].

Throughout the entire four-year journey of building this system, we have engaged with technical advisors, national experts and researchers who have provided insight and support for building a strong system.

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[3] http://www.metproject.org/

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Takeaway #2: As a result of the system, teaching will improve and students will benefit.

To help low-performing teachers improve, we have to know who they are. No one wants teachers to struggle. The goal is to help as many of these teachers advance their practice as possible.

Past precedent shows that many will. The District already has a proven track record of helping teachers to improve ineffective teaching practices. In fact, since 2009-10, about half of the 375 teachers identified as needing extra support under the previous evaluation system were able to improve their practice enough to remain with the District.

But, it's not just low performing teachers whose practice will improve – every teacher has room for growth and each will participate in a self-assessment process at the beginning of the school year to identify areas for growth and develop plans to improve their practice.

Growth in teacher practice means increased student progress. That is why we are doing this work. **The PPS schools that are showing the largest student gains also have the highest concentrations of effective teachers.** Increasing teacher effectiveness is not a complete solution to reaching our goals for students, but it must be a part of the equation.

And, while our new system immediately changes the professional growth process, having this level of information also can impact other important decisions we make on behalf of students, including:
- How we tenure teachers
- How we recruit and select teachers
- How we staff and place teachers

Teacher effectiveness information changes the decisions we make and changes the game for students.

Takeaway #3: The hardest work is still in front of us, and we need your help.

We need your help in sharing the facts and moving forward together.

To reach our goal of getting 80% of students to and through college, we have to grow effective teaching and address ineffective teaching.

We now have more than 15 different types of professional learning and support opportunities available to all PPS teachers. Although 9% of teachers demonstrated performance in 2012-13 that placed them in the Failing range, NONE of them will be let go based on this information. In fact, to be dismissed, a teacher would need to perform at the Failing level in 2013-14 and continue to perform at that level again in 2014-15 before they would be exited from the system per state law.

Our professional growth and evaluation system provides teachers and administrators with information necessary to grow practice and improve student outcomes.

Historically, we have treated all teachers like they were the same – interchangeable widgets. This was a great disrespect to a profession we know to be complex and requires great skill. Now, we have the ability to identify and respond to differences in teaching performance that allows us to support growth in low performers and recognize and learn from our most effective teachers.

We've worked hard to ensure that our system is fair and valid, and it's been externally validated as such.

Our most and least effective teachers have demonstrated consistent performance across measures that differentiate them from their peers. For example, 99% of teachers performing at the Failing level fall in the bottom 20% of the District on two or more individual measures. Performance level ranges were defined carefully through research and analysis with expert input and consultation.

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Appendices

For more information on our progress, there are many resources located on the Empowering Effective Teachers website
www.empoweringpittsburghteachers.org.

We hope you take the time to learn more and reach out to the Office of Teacher Effectiveness with questions.

Appendix A: Multiple Measures

Observation of Teacher Practice

Through the observation of teacher practice, we can see the complex interactions between the students, the teacher, and the subject matter in the classroom, all of which contribute to growing Promise-Ready students across all grades. Pittsburgh Public Schools (PPS) uses the Research-based Inclusive System of Evaluation (RISE) to observe teacher practice in the classroom as one lens to understand teacher effectiveness.

LENS 1:
Observation of
Teacher Practice
(RISE)
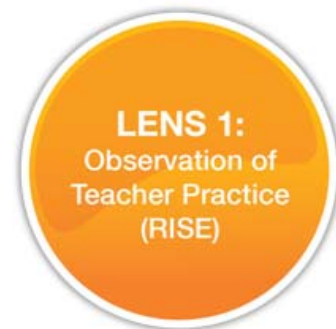
ABOUT RISE

In 2009, leaders from PPS and Pittsburgh Federation of Teachers (PFT), and approximately 120 teachers and administrators, joined together to create RISE. Defining effective teaching across four domains and 24 components of practice, RISE is a differentiated system of teacher evaluation. Each year, teachers participate in one of two versions of the RISE process: the Formal Process or the Supported Growth Project, which allows a deep focus on one component of the RISE rubric through action research.

The comprehensive RISE rubric is based upon Charlotte Danielson's *Framework for Teaching.* The framework represents all aspects of a teacher's work and is derived from the latest theoretical and empirical research about teaching. The four domains of the framework are briefly described below.

Domain 1: Planning and Preparation

Components in Domain 1 address how a teacher plans and prepares for lessons by identifying what is important for students to learn and designing instruction that enables students to achieve those learning goals. Domain 1 work designs the plans implemented in Domain 3.

Domain 2: The Classroom Environment

Components in Domain 2 address the conditions that a teacher creates in order for learning to take place. These conditions are necessary for the components of Domain 3 to be effectively put in place.

Domain 3: Teaching and Learning

Components in Domain 3 address how a teacher actually engages students with the content. In this domain, the teacher implements the plans designed in Domain 1.

### Domain 4: Professional Responsibilities

Components in Domain 4 identify professional skills and responsibilities that are not visible in the classroom, but are crucial for successful classroom teaching and for enhancing the overall profession of teaching.

WHY OBSERVATION OF TEACHER PRACTICE IS IMPORTANT

Teaching involves a complex set of skills and practices. PPS teachers must know their students, content, and the curriculum thoroughly—and have a broad repertoire of content-specific, culturally responsive strategies and activities to use with students to meet rigorous learning goals. Teachers must be flexible given students' learning needs and the dynamics of the classroom, and use formative assessment to adapt instruction to maximize learning opportunities for all students. Effective teachers have established rituals and routines that foster a safe learning environment where effort is privileged, allowing students to fully engage in instructional activities, ask questions, and take part in class discussions. Effective teachers continuously work to improve their practice and knowledge of students while acting as a resource for others in their professional learning community.

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Student Learning and Growth

Student learning and growth is one lens that we use to understand teacher effectiveness in Pittsburgh Public Schools (PPS), as part of our system of multiple measures. Value-added measures (VAMs) are what we use to help us to better understand the contribution that a school, team, or teacher makes to student growth.

LENS 2: Student Learning and Growth (Value-Added Measures, or VAMs)
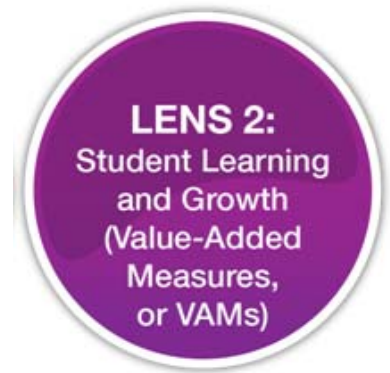
ABOUT VALUE-ADDED MEASURES

Using value-added measures is one way to look at student growth. This lens focuses on the growth that students make in the subject area during their time with each teacher. Value-added measures are fairer than simply using a single test score or proficiency level because they take into account prior levels of student achievement. When used with multiple measures, such as observation of teacher practice and student perception surveys, value-added measures are useful for identifying effective teaching.

WHY STUDENT LEARNING AND GROWTH ARE IMPORTANT

Most people can agree that an educator's role is to take students wherever they are and help them progress in their learning. Schools and teachers impact student learning in many ways, some of which can be measured and some of which cannot. Value-added analysis provides an objective measure of the contribution schools, teams, and teachers have on student growth.

With value-added measures, we can identify our most effective schools and teachers contributing to student growth so that we can learn from their practices and replicate those practices across classrooms. Even the most effective teacher has something to learn from his or her colleagues. This heightened awareness of effective practices improves our collective and individual practice on behalf of our students.

Value-added measures aim to:

- Support educators in a continuous improvement process.
- Provide information in addition to achievement data that isolates the contributions of schools and teachers on the learning of students.
- Promote educator collaboration within schools, grade-levels, and subjects.
- Support responsive and reflective teaching.
- Recognize and validate teacher and school contributions to student growth.
- Increase the learning of all students in Pittsburgh Public Schools.

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Student Perception

Student perception is one lens that we use to view teacher effectiveness in Pittsburgh Public Schools (PPS) as part of our system of multiple measures. Through the student perception lens, we are able to better understand how students see their teacher and the classroom learning experience.

LENS 3:
Student Perception (Tripod)

The impact of effective teaching goes beyond what is measured by academic assessments. We know that:

- Teachers influence how students experience the school and classroom, and contribute to how students grow as individuals, developing habits of mind that contribute to success;
- Positive learning environments enable teacher effectiveness and student success; and
- Feedback from our students about how they are experiencing the classroom can help us drive improvement in certain areas.
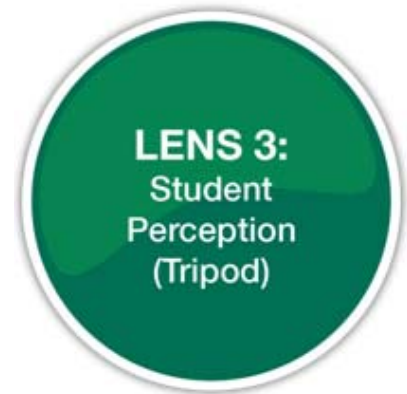
ABOUT TRIPOD

The Tripod student survey is a research-based, classroom-level analysis and reporting system developed over 10 years as a partnership between Cambridge Education and Dr. Ronald Ferguson of Harvard University. Now the survey is in its eleventh generation, and hundreds of schools and thousands of classrooms in more than 25 states have participated. Nationally, research shows that student perception survey results are valid and consistent.[i]

The survey asks students to give feedback on specific aspects of the classroom experience, organized around seven elements of teaching practice. The questions use Likert-scale response options, and focus on specific statements such as, *"Our class stays busy and doesn't waste time."* In addition, the survey asks students to assess their level of engagement around several student engagement targets, both individual and collective. These include targets such as trust, cooperation, ambitiousness, and diligence.

WHY STUDENT PERCEPTION IS IMPORTANT

The "tripod" in the Tripod student survey refers to three "legs" of quality teaching: content, pedagogy, and relationships. This emphasizes teachers' content knowledge and pedagogic skills, and their capacity to form and sustain effective student-teacher relationships. The premise is that students will engage more deeply and learn more effectively when they perceive (or experience) that all three legs are strong.

To bring this idea to life, the Tripod Project framework identifies five categories of targets for **student engagement** that teaching quality engenders. It also identifies **seven elements of teaching practices**—the Seven Cs—that correspond to key elements of teaching quality.

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Appendix B: Combined Measure of Teacher Effectiveness and the Teacher Evaluation System for 2013-14 and Beyond

How will teacher evaluation work in the 2013-14 school year?

PPS will use the following approach to reaching a combined measure of effective teaching:
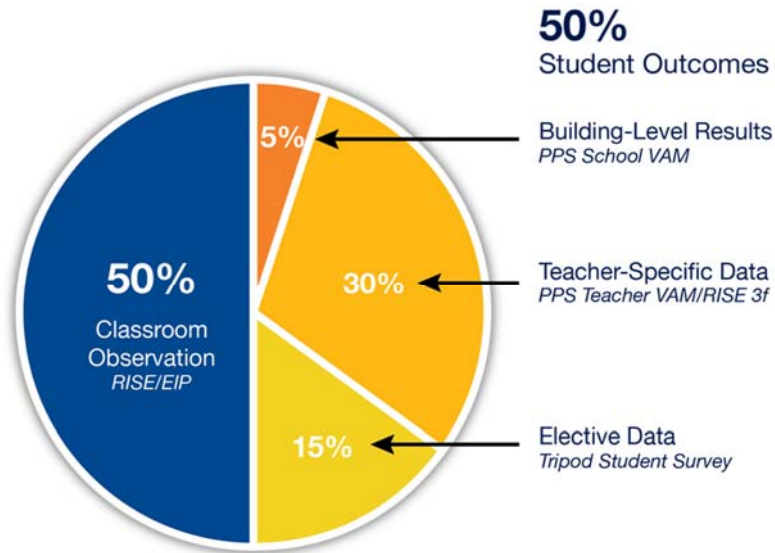
All teachers in PPS will have a new Annual Rating Form in 2013-14, one that supports looking at teaching through multiple lenses.

Performance Levels and Ratings
Act 82 identifies four performance levels for teacher evaluation: Distinguished, Proficient, Needs Improvement, and Failing. It also specifies two rating categories: Satisfactory and Unsatisfactory.

Performance Levels	Ratings
Distinguished	
Proficient	Satisfactory
Needs Improvement	Unsatisfactory
Failing	

Performance levels convert to a rating of Satisfactory or Unsatisfactory based on rules defined in Act 82.

Per the regulations established by Act 82, a performance level of Failing results in an Unsatisfactory rating. All other performance levels result in Satisfactory ratings. However, if a teacher receives two Needs Improvement ratings in the same certification area within ten years, this will result in an Unsatisfactory rating.
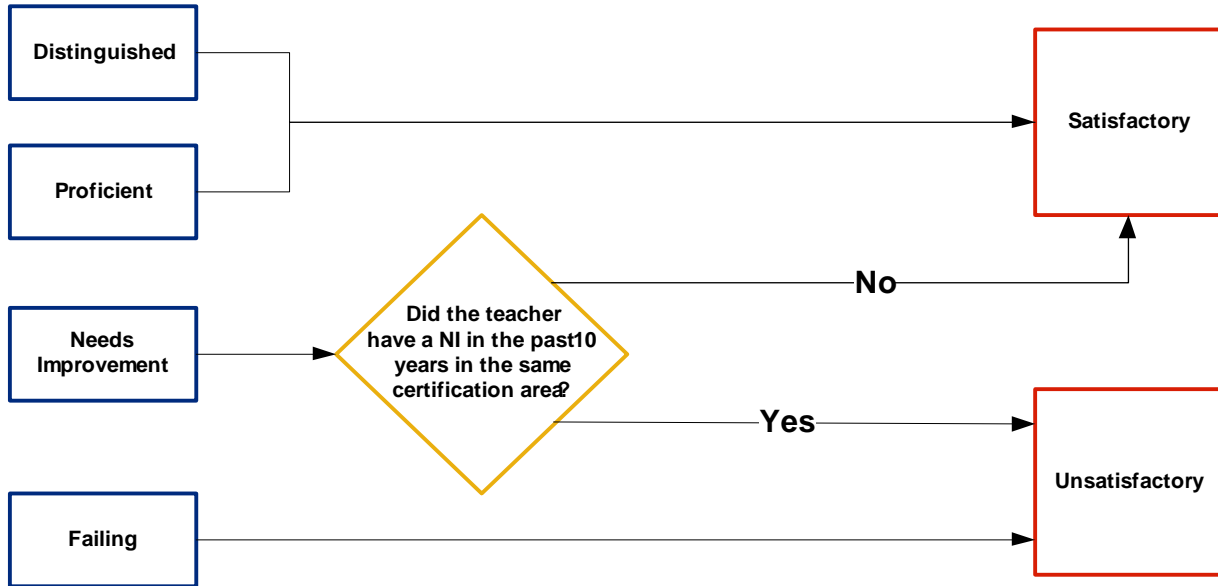
Performance Level Ranges

Act 82 allows districts some flexibility to develop a unique evaluation model, so long as it works within the established framework, is of equal rigor to the guidelines that the legislative establishes, and is approved by the Pennsylvania Department of Education (PDE). As a part of our proposal, which has been approved by PDE for one year, PPS recommends the above performance level ranges.

Performance Levels and Point Ranges

Distinguished	210 - 300
Proficient	150 - 209
Needs Improvement	140 - 149
Failing	0 - 139

Implications of Unsatisfactory Ratings

Act 82 did not change some relevant aspects of the School Code:

- Act 82 does **not** change the requirement that dismissal for performance for tenured teachers be based on two consecutive unsatisfactory ratings.
- Act 82 does not permit dismissals based on Unsatisfactory ratings that are not consecutive.

Appendix C: Resources and Opportunities for Professional Growth

In Pittsburgh Public Schools, we believe that high-quality, differentiated professional learning that is directly linked to classroom instruction is the key to increasing educator effectiveness and results for students. We are committed to creating and sustaining a culture of continuous learning and growth through both job-embedded and District-wide professional learning opportunities. All professional learning is specifically designed to align to Learning Forward's *Standards for Professional Learning*.

Professional learning is offered in the following modalities: formal training, independent learning, team-based learning, and one-on-one coaching and support.

Online Resources

- Pittsburgh Public Schools: Professional Learning Opportunities www.pps.k12.pa.us/learningopps

- Teachscape *Learn* www.login.teachscape.com

- Pittsburgh Federation of Teachers: ER&D Courses www.pft400.org

FORMAL TRAINING, COURSES, AND WORKSHOPS

Recommended Learning Opportunities

- **Educational Research & Dissemination (ER&D) Courses:** PFT-sponsored, research-based professional development program facilitated by PPS teachers. Courses are aligned to RISE and allow for application of learning and peer feedback.

- **Monthly Effective Teacher Workshop Series:** Monthly, informal after school sessions designed and facilitated by PPS teachers.

- **Formal Curriculum Training:** Just-in-time training to support curriculum implementation. Typically delivered as a half-day pullout prior to the start of a new unit.

- **Curriculum Planning Workshops**: After school opportunities for teachers to review upcoming curriculum units and plan with a content expert. Frequency varies/content area and grade level.

- **Common Core State Standards (CCSS) Mini-Courses:** After school mini-courses offered each semester focusing on the 2013-2014 CCSS Learning Priorities.

- **Content-Specific Courses of Study:** 4-6 session content-specific courses designed to introduce and or reinforce key ideas, instructional strategies, and concepts in a given subject area or course.

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22

INDEPENDENT LEARNING

Recommended Learning Opportunities

- **Online Resources aligned to CCSS & RISE:** Over 130 Courses, 5,000 Videos, SGP Exemplars, and Learning Bridge Resources will all be available within Teachscape Learn beginning September 2013.

- **Core Curriculum Documents & Resources:** Curriculum features that support teacher practice and learning, including RISE & CCSS Look Fors.

- **Instructional Handbooks:** Provide relevant content-specific guidelines, resources, and information to support effective teaching (supplement to the curriculum).

- **CBA Assessment Blueprints:** Provide detailed information about the content that will be assessed on CBAs to support pacing, planning, and formative assessment.

TEAM-BASED LEARNING

Recommended Learning Opportunities

- **Professional Learning Communities:** Opportunities for school-based teams to learn and growth together. Suggested protocols to support the work of PLCs include but are not limited to: Collaborative Lesson Design, Lesson Study, Data Inquiry, & Analysis of Student Work.

- **Instructional Rounds:** Collaborative observation and feedback process. Can be done with live observation and/or video analysis.

ONE-TO-ONE COACHING AND SUPPORT

Recommended Learning Opportunities

- **Observing & Conferring through RISE:** Continuous cycles of observation, feedback and support from school-based instructional leaders, including Principals, Directors, Academic Aps and ITL2s.

- **Enhanced Process for RISE Component 3f:** Additional structure provided to support goal setting and evidence collection for RISE Component 3f will provide opportunities to identify and continuously monitor progress towards student learning goals (embedded in the RISE process).

[1] December 2010, Policy Brief on Learning About Teaching: Initial Findings from the Measuring Effective Teaching Project, Bill & Melinda Gates Foundation, http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-finding-policy

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