

Improving Teacher Effectiveness Through Evaluation and Development: Updates from NYCDOE

January 2012

Office of Teacher Effectiveness

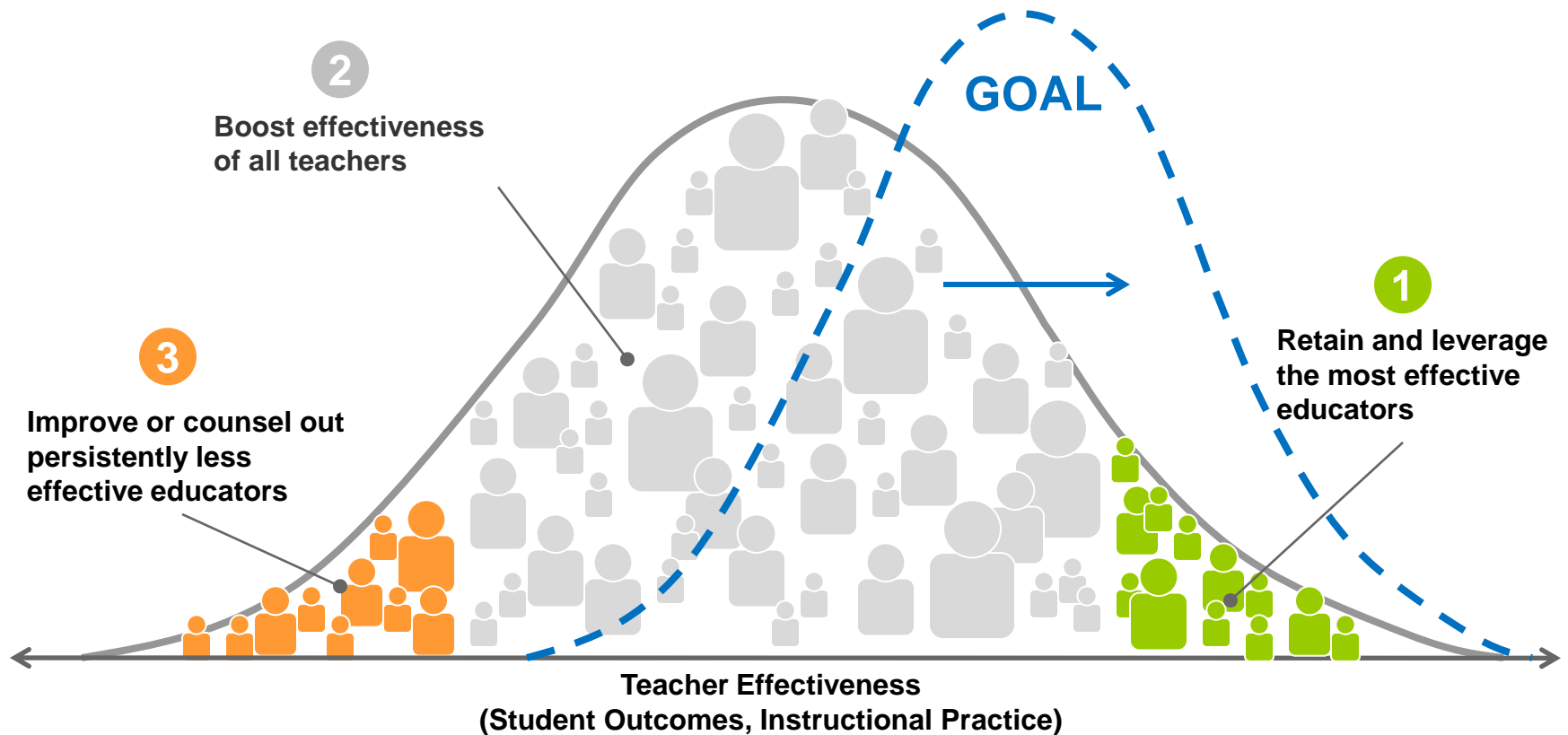
Division of Talent, Labor and Innovation (DTLI)

Session Objectives

Participants will :

- Understand key components of Teacher Effectiveness initiatives
- Examine the skills and mindsets needed by new teachers in the context of current tenure guidelines and future evaluation and development system
- Articulate how teachers can further strengthen their skills through their pre-service programs

A priority for New York City is to ensure that all students graduate high school college and career ready. We can help to realize this priority by improving student outcomes and teacher practice.



In order to achieve these aims, we must have an accurate understanding of which teachers are in which performance group; and link teacher development to evaluation to help every teacher to grow.

Ensuring an Effective Teacher for Every Student in Every Classroom: Initiatives to Strengthen Teacher Practice

Citywide Instructional Expectations

- Establish clear expectations for pedagogy based on a research-based rubric of practice
- Engage in frequent cycles of teacher observation
- Provide timely and specific feedback to teachers

More rigorous tenure system

- Use evidence of :
 - Impact on Student Learning
 - Teacher Practice
 - Professional Contributions

Piloting new teacher evaluation and development system*

- Conduct frequent observations and provide quality feedback
- Norm to excellence on teacher practice rubric
- Use student outcome measures to evaluate and improve teaching



*20 school Teacher Effectiveness Pilot in 2010-11; 107 school Talent Management Pilot in 2011-12;
NYC DOE's work is also informed through its participation in the Gates Measures of Effective Teaching Project.

Two areas of focus— Teacher practice and student outcomes

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Improve teacher practice through frequent observation, targeted feedback and an aligned understanding of instructional excellence.

I. Focus on Teacher Practice-Talent Management Pilot

Conduct
Frequent
Observations

Deliver
Quality
Feedback

Norm to
Excellence

School Leaders will...

- Conduct approx. one observation per month per teacher (min. 6/year) over the course of the year.
- Two formal observations
- 4 to 7 partial-period observations

School Leaders will...

- Give direct and actionable feedback to teachers.
- Communicate evaluation ratings and evidence to teachers.
- Direct teachers to PD aligned with feedback

School Leaders will...

- Develop a shared anchor of what effective practice looks like.
- Work to refine their ability to accurately rate instructional performance.

RESPONSIBILITIES

Charlotte Danielson's Framework for Teaching (2011 Version)

4 Domains

Planning and Preparation

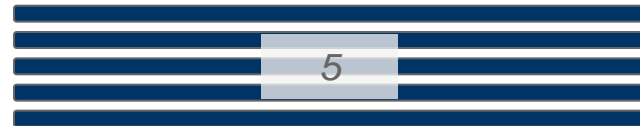
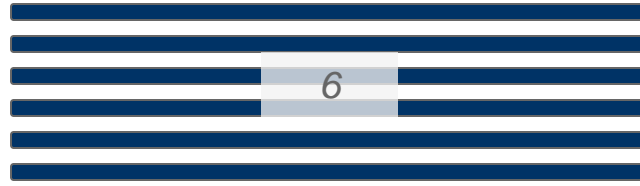
The Classroom Environment

Instruction

Professional Responsibilities



22 Competencies



Each Competency

- Elements
- Indicators
- Critical Attributes
- Possible Examples

“These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.” - Charlotte Danielson

Pilot and Citywide Priority Competencies

4 Domains

*Planning and
Preparation*



1e Designing Coherent Instruction

*The Classroom
Environment*



2b Establishing a Culture for Learning

2d Managing Student Behavior

Instruction



3b Using Questioning and Discussion

3c Engaging Students in Learning

3d Using Assessment in Instruction

6 Competencies

Use student outcome measures as factors in teacher evaluation and as tools for instructional improvement.

II. Focus on Student Outcomes- Talent Management Pilot

Use Outcome Measures to Evaluate and Improve Teaching

- Implement assessments and analyze results.
- Use student data and observations to assess teacher effectiveness, diagnose needs.

Focus Teachers and Administrators on Student Results

- Develop a shared understanding of instructional excellence.
- Talk with teachers about student results on a regular basis and develop strategies for targeted improvement.

Discussion: What our new teachers will need...

Pair up and Discuss

1. What mindsets do new teachers need to help them thrive in this evaluation and development context?
2. What skills do they need to work with a framework of teacher practice and to demonstrate student growth?
3. What facets of this new model will be most challenging to your graduates?

Anticipating Changes

Mindsets	Skills	Challenges

Preparing Teachers

Use the included graphic organizer to reflect on:

- ways your program(s) already prepare(s) your graduates for this context
- gaps in the program and how they can be met

Discussion: What our new teachers will need...

Table Discussion

1. What program components align well to the new teacher evaluation and development model?
2. What aspects of the new model present dilemmas for your students and/or your programs?
3. What kinds of changes to your program (or courses, or protocols, etc.) would help prepare new teachers for a more rigorous evaluation model?

Feedback

Please complete the feedback form before leaving.

Thank you for your interest in Teacher Effectiveness

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Appendix

The Tenure Decision-Making Framework

The framework is a decision-making tool designed to guide principals, superintendents and EPOs through a rigorous and consistent process for determining which teachers have earned tenure.

- > The framework defines four levels of effectiveness (Highly Effective, Effective, Developing, and Ineffective) for each of the three categories of tenure-granting criteria:
 1. **Impact on Student Learning**
Student gains on NYS standards
 2. **Instructional Practice**
Instructional planning, classroom delivery, quality of student assessments, commitment to improving instructional practice
 3. **Professional Contributions**
Contributions to the school and community, professionalism
- > The framework details the type, quantity, and quality of evidence associated with each effectiveness level for each category.
 - Though not always the case, typically each level of effectiveness should align with the final recommendation to grant tenure, extend probation, or deny tenure.

NOTE: The tenure decision-making framework uses the same HEDI language as the teacher evaluation system that has been implemented at SIG-funded schools. However, the tenure framework is a decision-making tool for administrators to facilitate a comprehensive review of information on a probationary teacher's practice.

2011-12 Teacher Tenure Decision-making Framework

	Impact on Student Learning	Instructional Practice	Professional Contributions
Highly Effective: Exceeds standards and expectations of effective teaching for student learning, instructional practice, <u>and</u> professional contributions for at least two consecutive years.	Multiple sources of evidence showing that virtually all students (including special populations*) achieve substantial gains on NYS standards.	Multiple sources of evidence indicating practice at the highest level based on a framework** or set of expectations for: <ul style="list-style-type: none"> • Instructional Planning • Classroom Delivery & Student Assessment • Commitment to Improving Instructional Practice 	Multiple sources of evidence of professional contributions at the highest level: <ul style="list-style-type: none"> • Contributions to the school and community • Professionalism
Effective: Meets standards and expectations of effective teaching for student learning, instructional practice, <u>and</u> professional contributions for at least two consecutive years.	Multiple sources of evidence showing a majority of students achieve substantial gains on NYS standards. <ul style="list-style-type: none"> • Extra credit given to gains achieved by special populations*. 	Multiple sources of evidence indicating effective practice based on a framework** or set of expectations for: <ul style="list-style-type: none"> • Instructional Planning • Classroom Delivery & Student Assessment • Commitment to Improving Instructional Practice 	Multiple sources of evidence of effective professional contributions: <ul style="list-style-type: none"> • Contributions to the school and community • Professionalism
Developing: Does not yet fully meet, or has fewer than two years evidence that meets standards and expectations of effective teaching. Teacher may have potential to meet the standards and expectations over time.	Evidence showing a majority of students achieve gains on NYS standards. <ul style="list-style-type: none"> • Extra credit given to gains achieved by special populations*. 	Evidence indicating developing practice based on a framework** or set of expectations for: <ul style="list-style-type: none"> • Instructional Planning • Classroom Delivery & Student Assessment • Commitment to Improving Instructional Practice 	Limited evidence of effective professional contributions or evidence of inconsistent or inadequate professional contributions: <ul style="list-style-type: none"> • Contributions to the school and community • Professionalism
Ineffective: Inability to meet standards and expectations of effective teaching for student achievement, classroom practice, or professional contributions. Lack of demonstrated potential to meet said standards and provide said evidence.	Evidence that the majority of students do not achieve gains on NYS standards.	Evidence indicating ineffective practice based on a framework** or set of expectations for: <ul style="list-style-type: none"> • Instructional Planning • Classroom Delivery & Student Assessment • Commitment to Improving Instructional Practice 	Negative evidence of professional contributions: <ul style="list-style-type: none"> • Contributions to the school and community • Professionalism

<i>Evidence of a teacher's overall service history may include:</i>	<ul style="list-style-type: none"> ○ Student work products and/or portfolios ○ Achievement Reports (e.g. Regents Exams, Passing Rates, assessments aligned to NYS standards) and an associated baseline measure ○ Teacher Data Reports (where available) 	<ul style="list-style-type: none"> ○ Classroom observations (formal or informal) ○ Teacher work products ○ Annual reviews 	<ul style="list-style-type: none"> ○ Student and Parent Feedback ○ Attendance and punctuality ○ Colleague Feedback ○ Work products related to CEP goals or broader school program ○ Work products related to inquiry or other teacher teams
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* Special populations include Special Education students, English Language Learners, and students who are over-age and under-credited.

**Research-based frameworks include: Charlotte Danielson Framework for Teaching, National Board Certification, Santa Cruz Professional Teaching Standards

Rigorous, evidence-driven teacher tenure decision-making is central to the goal of strengthening teacher practice across New York City

2011-2012 Citywide Expectations

School leaders will:

- ✓ set clear expectations for pedagogy based on a research-based rubric of practice
- ✓ engage in cycles of observation
- ✓ provide timely and specific feedback
- ✓ **make rigorous, evidence-based tenure decisions**
- ✓ use teacher performance data to ensure better outcomes for students

2012-2013 and beyond

School Leaders will:

- ✓ continue to set clear expectations for practice, conduct regular evaluations, provide targeted feedback, and **make rigorous tenure decisions**
- ✓ implement a new teacher evaluation system aligned to the requirements of NY State Education Law 3012c*