

RACE TO THE TOP: PROJECT 3 - Teacher/Principal Evaluation

Executive Summary:

The Teacher/Principal/Superintendent Evaluation Project focuses resources (\$317, 483) on developing by the 2014-15 school year a district wide rubric for determining which teachers, principals and the superintendent are effective and highly effective; based on multiple measures including student growth. This project builds on the current work of the District Evaluation Task Force which has been working since May 2012 to create an evaluation process that supports growth in teaching and learning. Teacher, principal and superintendent evaluations will be used to foster continual growth and improvement. These systems will differentiate performance using at least three performances levels; use multiple measures including student growth as well as other measures of professional practice; provide clear, regular, timely and useful feedback that will be used to inform personnel decisions. Additionally, the superintendent evaluation must also reflect the feedback of many stakeholders. Funds will be used to pay for teacher stipends, coaching and materials for evaluation task forces.

March 12, 2014

The Board of Education on Tuesday night received a report from the external evaluation team that reviewed initial implementation of New Haven's Race to the Top-District (RTT-D) grant. The District, one of only 16 nationwide winners in the U.S. Department of Education's RTT-D competition, is receiving more than \$29 million over a 4½-year period, to personalize student learning, improve student achievement and educator effectiveness, close achievement gaps, and prepare all students to succeed in college and careers.

The evaluation team told the Board that the District's summer professional development (teacher training and onsite coaching) is effective, but more time is needed for Common Core State Standards knowledge-building and deeper implementation. The team also told the Board that parents feel welcome but that there are distinctions between schools being served by the Union City Kids Zone and others.

Among other highlights, the team also noted:

- A pilot group of teachers and administrators is encouraged by its initial progress developing an evaluation process for the superintendent and teachers.
- The District is building capacity in its efforts to improve technology and personalize learning but must bridge an existing gap between skills and needs.
- There are emerging needs for assessments aligned with Common Core standards and for a common grading system across sites.
- A foundation has emerged for trust between stakeholders.

April 23, 2013

"The Evaluation Task Force has been meeting regularly to develop a new teacher evaluation system that is based on teacher professional development and support, as well as student growth.

The task force met right before Spring Break. They reviewed the scope of work and timeline required to complete the work, discussed best models and practices we currently use, such as Beginning Teacher Support and Assessment (BTSA) and the California Standards for the Teaching Profession (CSTP), and started looking outside the District at other models and practices that grow teaching and learning.

“Based on these discussions, the Task Force formed work groups to look at specific elements of the evaluation process in greater detail. The work groups have organized to do the following tasks:

- Reviewing the current evaluation language, which is Article 4 in the New Haven Teachers Association (NHTA) contract;
- Researching teacher evaluation programs in other districts;
- Examining how BTSA may inform our work, which includes studying rubrics, the CSTP, observation processes and coaching models;
- Studying, surveying, evaluating and making recommendations from pilots taking place this year;
- Coordinating with other RTTT-D districts or coalitions engaged in this work;
- Identifying which student data are valid and reliable and how that data can best be used to inform and improve instruction;
- Studying the link between teacher evaluation and the Common Core State Standards.

“These work groups are meeting now and will continue to meet over the next several weeks. The work groups will share their work at upcoming Evaluation Task Force meetings, which will eventually lead to a draft of a new teacher evaluation system. The task force is also connecting its work to the work of other groups, such as the Grading and Assessment Task Force, who will be included in future meetings and/or discussions around evaluation.”

Feb. 19, 2013

This project builds on the work started last spring by the Evaluation Task Force, a team of New Haven Teachers Association and administrative representatives from the elementary, middle and high schools. The Task Force will continue to meet this year and next, piloting models of evaluation, seeking input and feedback from staff on the models, analyzing the data, and implementing improvements. The Task Force’s philosophy statement emphasizes that NHTA and the District “have a mutual interest in improving the teacher evaluation system to ensure that students and teachers in our school community are well served. Research supports a framework for practice that enhances teacher knowledge, skills and performance. The key goal of any teacher evaluation system should be to grow and strengthen teaching and learning and must include evidence from multiple sources of teacher and student growth”.

The RTTT-D grant provides NHUSD with a unique opportunity to continue and expand the inquiry it has already started into frameworks for professional practice and will provide the funding support for collegial learning and implementation. Specifically, through The Evaluation Task Force (ETF) and other forums, the District and NHTA are actively engaged in studying the

best practices for evaluation and in gathering information and input from our educational community for the purpose of making recommendations to the Bargaining Team and the Superintendent for eventual import of an evaluation redesign in 2014.

We are confident the collaboration between the District and NHTA will produce a teacher evaluation process that will be ratified by the NHTA and the District and also meet the assurances of the RTTT-D grant.

The philosophy statement originates from the Evaluation Task Force, and is based in part on CTA's Guiding Principles for Evaluation and the Specific Assurance Form from the Race to the Top-District Grant. The grant assurances relating to teacher evaluation are as follows:

Teacher evaluation system means a system that: (1) Is used for continual improvement of instruction (2) meaningfully differentiates performance using at least three performance levels; (3) uses multiple valid measures in determining performance levels, including, as a significant factor, data on student growth for all students (including English learners and students with disabilities), as well as other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); (4) evaluates teachers on a regular basis; (5) provides clear, timely and useful feedback, including feedback that identifies and guides professional development needs; and (6) is used to inform personnel decisions.

The tentative dates for the Evaluation Task Force meetings are Feb. 28, March 28, April 25 and May 23.