

U.S. Department of Education

Providing Effective Teachers for All Students: Examples From Five Districts

A PPSS Lessons From the Field Report



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Providing Effective Teachers for All Students: Examples From Five Districts

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Executive Summary

One of the most important things school systems can do to promote student achievement is to ensure that all students have effective teachers. In fact, effective teachers may be particularly important for our most disadvantaged students (e.g., Gordon, Kane and Staiger 2006). Over the years, however, research has shown that many of our traditional methods of ensuring teacher effectiveness, such as requiring particular credentials, experience, or education, are not strongly related to teachers' effectiveness in promoting student achievement (for example, see Wayne and Youngs 2003; Kane, Rockoff and Staiger 2008). In response, federal, state and district policymakers are increasingly investing in alternative measures of teacher effectiveness, including data on growth in student achievement, as well as new or revised measures of instructional practice. With improvements in the ways teacher effectiveness is measured, new opportunities are available for states and districts to use information about teachers' effectiveness in districtwide human resource policies and in efforts focused on ensuring equity.

The U.S. Department of Education commissioned the American Institutes for Research (AIR) to create this report as a resource for state and district policymakers who are working to ensure that all students, regardless of background, have effective teachers. This report is intended to illustrate the steps districts take and the challenges they face in assessing teacher effectiveness as a precursor to providing effective teachers for all students. In so doing, the report focuses on three areas of state and district policy that play a mutually reinforcing role in promoting equitable access to effective teachers:

- 1. Identifying effective teachers.** The first challenge to ensuring equitable access to effective teachers is the development of better measures to identify teacher effectiveness. States and districts are starting to develop measures of teacher quality that rely directly on student academic growth and on observations of teachers' practice. These two types of measures—referred to here as *measures of effectiveness*—generate information that can be used in human resource policies and in efforts to ensure equity.
- 2. Using information about teacher effectiveness in human resource policies.** Where information about teacher effectiveness is available, states and districts are beginning to incorporate this information into the design of human resource policies including recruitment, selection and placement, induction, mentoring, professional development, performance management (i.e., evaluation), compensation and instructional leadership (Odden and Kelly 2008). The use of information about teacher effectiveness in human resource policies is a key component of efforts to ensure that all students have effective teachers (Weisberg and others 2009).
- 3. Using information about teachers' effectiveness in efforts to ensure equity.** While districtwide human resource policies are necessary for ensuring that all students have effective teachers, such policies may not be sufficient. Studies have documented that, on average, teachers migrate toward working in affluent, high achieving schools (Hanushek, Kain and Rivkin 2004; Goldhaber 2008). Thus, another component of efforts to ensure that all students have effective teachers is a set of policies that specifically targets high-need schools. On the basis of information about teachers' effectiveness, states and districts can monitor the effectiveness of teachers in high-need schools, in comparison with other schools (see, e.g., Tennessee Department of Education 2007; Carr and Oxnam 2009), and use information about teacher effectiveness to design targeted programs for high-need schools. For example, incentives to teach in high-need schools can be offered to effective teachers only, rather than to all teachers.

This report draws on the experiences of five districts to provide examples that may be relevant to state and district policymakers considering action in these three areas. The five districts are:

- Columbus City Schools (Ohio)
- Eagle County Schools (Colorado)
- Hamilton County Public Schools (Tennessee)
- Hillsborough County Public Schools (Florida)
- Houston Independent School District (Texas)

The report addresses three questions:

1. How did the districts identify effective teachers and what were some of the challenges associated with the measures that the districts used?
2. How did the districts use information about teachers' effectiveness in human resource policies?
3. How did the districts use information about teachers' effectiveness in their efforts to make the distribution of effective teachers more equitable?

By summer 2010, all five districts had begun to measure teacher effectiveness through student achievement growth in at least some schools and most were implementing new classroom observations of teachers' practice. By summer 2010, the five districts had used those measures in human resource policies in a variety of ways, and some had other policies in place for promoting equitable access to effective teachers. AIR staff visited each district in June and July of 2010 to learn about their specific approaches to teacher effectiveness, including the way the districts selected those approaches and resolved key dilemmas and challenges.

This report highlights examples of the way study districts identified effective teachers, and draws on that information for human resource policies and efforts to ensure equity. Because most of the practices discussed in this report are relatively new and will likely be refined over time, monitoring and evaluation will allow districts and states to determine whether their actions are successful and to adjust their practices accordingly.

Identifying Effective Teachers

As of July 2010, the five study districts had developed measures of teacher effectiveness that drew on data on student achievement growth and four had measures of classroom practice. While the reasons for developing these measures varied, compensation reform was a key driver in four of the five districts. Specifically, Columbus, Eagle County, Hillsborough, and Houston all developed or improved their measures of teacher effectiveness in order to offer performance incentives for high-performing teachers districtwide or in select schools. Funding for performance incentives or to support the development of measures came from different sources at different times. For example, Eagle County's efforts began with local funds which were supplemented later with TIF funds. As of summer 2010, Hamilton County, Columbus, and Hillsborough planned to continue their work to develop and refine measures of teacher effectiveness as part of their states' Race to the Top grant efforts. All the districts' efforts suggest a number of key challenges that other districts and states may need to address as they consider developing measures of teacher effectiveness:

-
- **Communication and engagement.** Interviewees noted the importance of efforts to ensure that teachers and principals were appropriately informed about new measures of teacher effectiveness. Whether with respect to the design of a new measure or to its implementation, study districts responded to the need to allow for input and to provide clear and comprehensive information to teachers and principals in a variety of ways. Some provided opportunities for teachers or others to help develop or refine measures like classroom observation frameworks. Others focused on providing information about their measures. One provided a systematic, ongoing process by mandating regular stakeholder input for updates to the teacher evaluation process.
 - **Limited scope of student achievement growth measures.** A key challenge for study districts was the fact that data on student achievement growth were available only for teachers in grades and subjects in which state tests were implemented. Study districts used different approaches to supplement these measures, including creating or repurposing other district assessments, or applying schoolwide or other aggregate measures to teachers in untested grades or subjects.
 - **Implementation of classroom observation frameworks.** Interviewees noted challenges in implementing classroom observation systems that were both rigorous and feasible. For example, interviewees noted challenges in finding the right observers and in ensuring and maintaining reliability. Study districts took a variety of approaches in response to these challenges, including providing scheduling support, providing ongoing training, and working with teachers and principals to identify the right observers for each district's context.

Using Information About Teachers' Effectiveness in Human Resource Policies

The five study districts had developed policies for using effectiveness information in their human resource policies. Across the districts, there were policies or programs to address the entire continuum of teacher employment and development, from hiring to dismissal, but study districts most often focused on the following:

- **Compensation initiatives.** All study districts except Hamilton County had in place performance pay initiatives that made use of differing teacher effectiveness measures. As noted earlier, these programs often served as the impetus to design or redesign teacher effectiveness measures.
- **Feedback through observation.** Where study districts had new or revised observation frameworks in place, these frameworks appeared to serve as a linchpin in district efforts to provide useful feedback to teachers and aid them to improve their instructional practices. The format of the observations and feedback varied from district to district.
- **Career paths.** Several interviewees spoke about their efforts to use effectiveness information to identify teachers for leadership positions, as well as to release those they determined to be ineffective. Districts used different types of information for these purposes. For example, Houston described using value-added data as a potential source of evidence for dismissal and for granting leadership opportunities; Eagle County spoke about using observational data for dismissal purposes and Columbus noted how it could be used for identifying potential teacher leaders.

Taking Targeted Action to Improve Equitable Access to Effective Teachers

Several of the five study districts had developed policies for using effectiveness information in efforts to ensure teacher effectiveness in high-need schools. One district, Houston, analyzed effectiveness information to determine where inequities within the district might be. The focus of most study districts was monetary incentives to attract and retain effective teachers in high-need schools. In one case, Houston's Effective Teacher Pipeline project, such incentives were paired with efforts to address working conditions in high-need schools by encouraging movement of many effective teachers to a small set of high-priority, high-need schools. Placing multiple effective teachers in high-need schools was intended to create a culture of supportive peers.

The study districts and many other districts around the nation are at the forefront of learning how to ensure teacher effectiveness for all students, and their experiences may prove informative to others. In addition to the performance of ongoing monitoring and adjustments, districts can learn from one another about teacher evaluation strategies. This report is one step in that direction.

I. Introduction and Overview

This report is intended to illustrate the steps districts take and the challenges they face in assessing teacher effectiveness as a precursor to providing effective teachers for all students. The report draws on descriptive information from case studies of five districts that have developed and implemented new measures of teacher effectiveness based on gains in student achievement, observations of instructional practice, or based on both types of data. The report discusses the ways these districts are using such measures in their human resource policies, including efforts to ensure the equitable distribution of effective teachers. Research has documented the importance of having effective teachers. For example, Gordon, Kane and Staiger (2006) found that students who had teachers in the top quartile of effectiveness gained 10 achievement percentile points relative to similar students who had teachers in the bottom quartile of effectiveness.

Federal programs have increasingly focused on teacher quality as a tool for closing achievement gaps. The most recent reauthorization of the *Elementary and Secondary Education Act (ESEA)* in 2002 placed substantial policy emphasis on the key role of teachers by requiring that, by the end of the 2005–06 school year, all core subjects be taught by highly qualified teachers (HQTs).¹ In addition, *ESEA* required that states provide assurances and develop plans to “ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers” (Section 1111(b)(8)(C)). In 2009, the *American Recovery and Reinvestment Act (ARRA)* requirements reinforced the focus on equitable distribution of teachers by requiring states applying for education stimulus (State Fiscal Stabilization) funds to provide updated assurances and to publicize their plans to address potential inequities. *ARRA* also established competitive grants to help states build their pool of effective teachers and address inequities in the distribution of teachers, through, for example, the Race to the Top (RTT) program, for which one priority area is effective teachers and leaders.

In addition to their increasing focus on the role of teacher quality in improving student academic growth and closing achievement gaps, federal programs have been promoting shifts in the way teacher quality is measured, away from a primary focus on teacher qualifications and credentials and toward effectiveness. In this report, the term *measure of teacher effectiveness* is used to refer to measures based on growth in student achievement, teacher practice, and a combination of these two approaches. Among the arguments supporting this shift, recent research has documented the limited extent to which commonly measured qualifications, such as possession of a master’s degree, are related to student outcomes (for example, see Wayne and Youngs 2003; Kane, Rockoff and Staiger 2008). In response to these findings and to several current federal and foundation initiatives, states and districts have begun to use data on growth in student achievement, as well as new or revised measures of instructional practice, to judge teacher effectiveness. Federal programs such as the Teacher Incentive Fund (TIF) and RTT have provided incentives for states and districts to move in this direction, including funds to support some of the technical aspects of developing measures of teacher quality.

With improvements in the way teacher quality is measured, new opportunities are available for states and districts to examine whether students in high-need schools are as likely as other students to have effective teachers. For decades, data on teacher qualifications have indicated that students in high-poverty and high-minority schools are less likely than others to have teachers with certain qualifications. For example, studies have found that students in high-poverty or high-minority schools

¹ The federal definition of highly qualified is a teacher who is fully certified and/or licensed by the state in which he or she teaches, who holds at least a bachelor’s degree from a four-year institution, and who demonstrates competence in ways identified in the statute in each core academic subject area taught (*No Child Left Behind Act* of 2001).

are more likely to be taught by less qualified and less experienced teachers (Coopersmith 2009; Clotfelter and others 2007; DeAngelis and others 2005). These students are more likely to be taught by “out-of-field” teachers, teachers who have neither certification nor a major in the subject that they are teaching (Education Trust 2008; Lashway 2004), or by teachers trained at less selective colleges or universities (Imazeki 2007; Wayne 2002).

Today, analyses using data on growth in student achievement are available in some states and districts, and provide a sharper understanding of the distribution of teacher quality (see, e.g., Tennessee Department of Education 2007; Sass and others 2010).

The Focus and Organization of This Report

This report focuses on three areas of state and district policy that play a mutually reinforcing role in promoting equitable access to effective teachers. Policies in the first area, *identifying effective teachers*, provide the foundation for policies in the latter two areas: *using information about teachers’ effectiveness in human resource policies* and *using information about teachers’ effectiveness in efforts to ensure equity*.

- 1. Identifying effective teachers.** The first challenge to ensuring equitable access to effective teachers is the development of better measures of teacher quality. States and districts are starting to develop measures of teacher quality that rely directly on student academic growth and on observations of teachers’ practice. These two types of measures—referred to here as “measures of effectiveness”—generate information that can be used in human resource policies and in efforts to ensure equity.
- 2. Using information about teachers’ effectiveness in human resource policies.** Where information about teacher effectiveness is available, states and districts are beginning to incorporate this information in the design of human resource policies. Odden and Kelly (2008) identify eight key areas of human resource policies: recruitment, selection and placement, induction, mentoring, professional development, performance management (evaluation), compensation, and instructional leadership. The use of information about teacher effectiveness in human resource policies is a key component of efforts to ensure that all students have effective teachers (Weisberg and others 2009).
- 3. Using information about teachers’ effectiveness in efforts to ensure equity.** While districtwide human resource policies are necessary for ensuring that all students have effective teachers, such policies are not sufficient. Studies have documented that, on average, teachers migrate toward working in affluent, high-achieving schools (Hanushek, Kain and Rivkin 2004; Goldhaber 2008). Thus, another component of efforts to ensure that all students have effective teachers is a set of policies that specifically target high-need schools. On the basis of information about teachers’ effectiveness, states and districts can monitor the effectiveness of teachers in high-need schools, in comparison with teachers in other schools (see, for example, Tennessee Department of Education 2007; Carr and Oxnam 2009). States and districts can also use information about teacher effectiveness in the design of targeted monetary and nonmonetary incentives for high-need schools. For example, incentives to teach in high-need schools can be offered to effective teachers only, rather than to all teachers.

This report includes one chapter on each of these three policy areas, drawing on a group of five study districts as a source of concrete examples of actions in these areas. The report addresses three main questions:

-
1. How did the districts identify effective teachers and what were some of the challenges associated with the measures that the districts used?
 2. How did the districts use information about teachers' effectiveness in human resource policies?
 3. How did the districts use information about teachers' effectiveness in their efforts to make the distribution of effective teachers more equitable?

The appendixes provide additional concrete examples (Appendix A), profiles of each of the five districts (Appendix B), a description of study methods (Appendix C), and a list of resources for further support (Appendix D).

The Five Districts Profiled for This Report

This report draws on the experiences of five districts to provide concrete examples that may be relevant to state and district policymakers considering similar approaches. The districts vary in size and region, from very large and urban to small and rural. The five districts are

- Columbus City Schools (Ohio)
- Eagle County Schools (Colorado)
- Hamilton County Public Schools (Tennessee)
- Hillsborough County Public Schools (Florida)
- Houston Independent School District (Texas)

AIR selected the five districts because, by summer 2010, all had begun to measure teacher effectiveness through student achievement growth in at least some schools and most were implementing newclassroom observation of teachers' practice. They had also used such measures in a variety of human resource policies, and three of the districts had at least one policy for using such measures to promote equitable access to effective teachers. Several of the districts had received private, federal, or state grants which supported their efforts to measure effectiveness or use effectiveness data in human resource policies. For example, Eagle County and Houston were TIF grantees; Columbus received TIF funds through a grant to the state of Ohio. Hamilton County, Hillsborough County, and Columbus were all expecting to receive Race to the Top funds through their states. The site descriptions at the end of this report provide more information about each district and funding supports received for their efforts.

AIR visited each district in June and July 2010 to interview district-level staff, teachers' association or union representatives and principals about current and planned approaches to gathering and using information on teacher effectiveness, including the ways in which the districts selected those approaches and resolved key dilemmas and challenges. AIR also collected and analyzed documents both before and during site visits. AIR prepared a summary report for each district and shared each report with the district for verification. In some cases, districts noted during AIR visits that they were in the process of making changes to their policies and practices related to teacher effectiveness. These changes were noted when they were described to interviewers. This report focuses primarily on strategies or policies in place as of AIR's visits in summer 2010.

The chapters that follow describe the policies and practices in use in each district as of summer 2010, as summarized in Exhibit 1 and the bulleted items below:

- All five districts used student achievement growth as one measure of teacher effectiveness for some or all teachers. Several districts were updating these student achievement growth measures. In addition, four districts used new or revised observation-based assessments or were in the process of developing them (see chapter II).
- All five districts used their measures of teacher effectiveness in some human resource policies. For example, four used effectiveness information in performance pay initiatives, and five planned to use data from their observation frameworks or student achievement scores to guide professional development decisions. Three districts promoted the use of effectiveness information to remove ineffective teachers. Many of these practices were in an early stage of development, with the districts making adjustments to traditional practices on the basis of a review of effectiveness information (see chapter III).
- Three of the five districts had policies that targeted high-need schools, drawing on effectiveness information. All three offered financial incentives to teachers to move to or stay in high-need schools, and one had hiring and transfer policies designed to provide principals in high-need schools additional opportunities to hire effective teachers (see chapter IV).

Exhibit 1					
Policies and Practices in Use in the Five Districts Profiled for This Report					
Policies	Districts				
	Columbus	Eagle County	Hamilton County	Hillsborough County	Houston
Identifying Effective Teachers					
Value-added or student growth scores in use	•	•	•	•	•
Classroom observation methods in use	•	•	•	•	
Using Information About Teachers' Effectiveness in Human Resource Policies					
Initial preparation	•		•		
Initial hiring		•			•
Professional development	•	•	•	•	•
Compensation	•	•		•	•
Leadership	•	•			
Tenure review or dismissal		•	•		•
Transfer eligibility or hiring				•	•
Taking Targeted Action to Improve Equitable Access to Effective Teachers					
Analyzing data					•
Programs to attract or retain effective teachers in high-need schools	•			•	•
Additional hiring support for high-need schools				•	
Note: Policies and practices used districtwide or in select schools as of summer 2010 are shown in this table.					

II. Identifying Effective Teachers

In a recent study of teacher performance measurement practices in 10 districts, researchers found that more than 99 percent of teachers were rated as satisfactory. Even where districts offered three or more rating categories, more than half the teachers were given the highest rating (e.g., “Outstanding,” “Superior”) (Weisburg and others 2009). These ratings became common in part because of underinvestment in the systems for measuring teacher performance. These systems traditionally relied on classroom observations by building administrators, conducted no more than three times in one year (Danielson and McGreal 2000; Porter, Youngs and Odden 2001). Weaknesses in those systems included observation instruments based on outdated research on what instruction should look like, lack of observer training on the observation instrument, lack of observer expertise in specific assignment areas and lack of time for observers to fulfill their responsibilities (Consortium for Policy Research in Education 1998; Danielson and McGreal 2000; Weiss and Weiss 1998).

Districts are now reconsidering the way they measure teacher performance, in part because studies of teacher-linked student achievement data indicate sizable differences in teacher performance. For example, Gordon, Kane, and Staiger (2006) found that the achievement of students who had teachers in the top quartile of effectiveness, as measured by student achievement growth, gained 10 percentile points in achievement relative to similar students who had teachers in the bottom quartile. These findings underscore the need to better measure differences in teacher performance, as discussed in this chapter, and to build such information into district human resource and equity policies, as discussed in chapters III and IV.

Using student achievement growth, rather than only observations, to measure differences in teacher performance has become increasingly feasible with the availability of teacher-linked student achievement data. Because many teachers teach grades or subjects that are currently untested, and because methodological issues concerning student growth measures remain to be resolved (e.g., Koedel and Betts 2009), many states and districts are developing both types of teacher effectiveness measures: those that use student achievement growth and those that use new or revised classroom observations. Some programs, such as RTT and TIF, require the use of multiple measures to determine teacher effectiveness.

The Teacher Advancement Program (TAP)

The goal of the Teacher Advancement Program is to attract and retain talented teachers through a reform model aimed at increasing the rewards of being a teacher. TAP provides professional development, opportunities for collaboration, classroom evaluations, and opportunities for career advancement. TAP is based on four elements:

- Multiple career paths that allow teachers to take on greater responsibilities without leaving the classroom
- Ongoing applied professional growth based on collaborative time and focused on identified needs
- Instructionally focused accountability based on the TAP teaching skills, knowledge and responsibility standards
- Performance-based compensation based on teachers’ performance in the classroom and their students’ academic performance

TAP is operated by the National Institute for Excellence in Teaching. The institute works with districts or groups of schools to implement TAP. Source: <http://www.talentedteachers.org> (May 2010).

In the five study districts, data from student achievement growth or observation measures were used. Hillsborough County and Hamilton County were in the process of creating effectiveness ratings by combining data from multiple measures (see text box below). Meanwhile, Eagle County and Columbus' Teacher Advancement Program (TAP) schools (see text box above) used data from multiple measures to award bonuses without actually creating an overall effectiveness score based on combined data; that is, teachers could earn separate salary increases for observational scores and for student achievement growth (Appendix A-1 and Appendix A-2 describe these calculations in more detail).

This chapter's two main sections discuss (1) teacher effectiveness measures that use student achievement growth and (2) teacher effectiveness measures that use classroom observations. A final section draws from the experiences of the study districts to provide potential lessons for other districts to consider as they pursue similar policies.

Creating an Effectiveness Rating Using Multiple Measures in Hillsborough County and Hamilton County

When AIR visited Hillsborough in summer 2010, the district planned to use its Bill & Melinda Gates Foundation Empowering Effective Teachers (EET) grant to create a new system combining a student growth measure and an observation measure, weighted at 40 percent and 60 percent, respectively. Both principals and teachers trained as observers would conduct classroom observations. The combined scores from these measures would then be divided into five categories (one through five), with categories three through five being considered "Effective." These scores would determine where a teacher stood on a career ladder, which in turn would determine his or her compensation. Scores would also be used for tenure and in contract renewal decisions, and for determining the professional development needs of teachers.

As a result of Tennessee's RTT grant, Hamilton County planned, as of summer 2010, to implement a new system to combine data and determine an overall effectiveness score for teachers, beginning in 2011–12. Educators would receive a rating of one through five for student achievement growth and another rating of one through five for teacher practice, on the basis of a qualitative appraisal instrument. These ratings would be combined into a single rating, through a system not yet determined during the site visit.

Measuring Teacher Effectiveness Through Student Achievement Growth

One approach to measuring teacher effectiveness is to analyze teacher-linked student achievement data. Each of the five study districts implemented such measures to some degree. In Columbus, for instance, individual teachers in science, social studies, reading and mathematics in grades 3 through 8 were eligible to receive reports on their students' growth through the Teachers Connecting Achievement and Progress (TCAP) program. Reports for individual teachers compared the actual amount of student growth over the course of one school year to the amount predicted by a statistical value-added model (see Exhibit 2).

Exhibit 2 Sample Teacher Effectiveness Scores

Value-added scores are sometimes expressed as standardized scores, such as from -2 to 2, or -1 to 1, with 0 as the average. A teacher's score can either be greater than 0, less than 0, or not distinguishably different from 0. The sample report below from the Columbus TCAP program shows a "Teacher Effect" of -0.2, meaning that a point estimate of the growth for the students of this teacher was less than expected, according to an analysis of average growth for students with similar academic and demographic characteristics. On the far right, the report indicates that this difference was NDD, or not detectably different, meaning that the difference was not statistically different from 0 and, therefore, that the teacher's performance was not measurably different from that of an average teacher.

School: Middle School B
Teacher: Ivan
Grade: 6
Test: State Test
Subject: Reading

Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	Teacher Effect	Effect Std Error	Teacher vs Comparison Avg
2004	22	200.6	42	201.2	43	-0.2	1.2	NDD

Note: Data in this exhibit are fictional.

Source: Columbus City Public Schools presentation, "TCAP—Teachers Connecting Achievement and Progress: Teachers In-Service," April–May 2007.

The experiences of the study districts in selecting and implementing measures of teacher effectiveness based on student achievement data revealed challenges and practices that might inform other districts on the following issues:

- Selecting an analytic method for linking teacher performance to student achievement
- Using student growth measures for teachers of nontested grades and subjects
- Linking students to the right teachers
- Building principal and teacher understanding of measures of teacher effectiveness

Selecting an Analytic Method

There are several methods available for calculating teacher effectiveness on the basis of student achievement growth. Choosing a specific calculation method involves a number of decisions, including the type of analytic method to use, which control variables to include, and the number of years of achievement data to include. Data collected from study districts indicate that some districts took the following actions when developing and rolling out measures of teacher effectiveness based on growth in student achievement data:

- **Developed different measures of teacher effectiveness for different purposes.** For low-stakes informational and planning purposes, teachers participating in the Teachers Connecting Achievement and Progress program (TCAP) in Columbus received reports that

estimated their relative effectiveness on a continuum (as shown earlier in Exhibit 2). A teacher receiving such a report might seek professional development in subject areas in which he or she was less effective. For purposes of determining performance incentive payouts, schools participating in a different program—Columbus’ Teacher Advancement Program (TAP)—used value-added scores produced using a different methodology (an extension of the state’s model).

- **Monitored initial results to inform changes to measures.** Hillsborough County officials first started using their student growth measure in 2007, to award performance bonuses. They made adjustments based on initial results (see Exhibit 3) and as of summer 2010 were planning a new calculation method.

Exhibit 3
Hillsborough County’s Method for Computing Teacher Effectiveness

When visited in 2010, the Hillsborough County School District was in the process of transitioning to a value-added teacher effectiveness measure. The prior system used a “value table,” whereby each student’s pretest and posttest scores were converted into levels between 1 and 5. If a student made greater gains than the average gain of other students at the same pretest level, the teacher earned points, and the number of points awarded depended on how difficult the gain was to obtain, as determined by the number of students who were able to accomplish that gain. For example, as shown in the table below, a student with a pretest level of 1 and a posttest level of 1 earned 0 points for a teacher, whereas a student with a pretest level of 1 and a posttest level of 4 earned a teacher 145 points. The teacher’s effectiveness score was the sum of all of the points earned by his or her students, divided by the total number of students.

American History						
Pretest Score	Posttest Score					
	Low 1	High 1	2	3	4	5
Low 1	0	65	90	120	145	170
High 1	–25	60	90	115	140	160
2	–50	–25	55	105	155	205
3	–75	–50	–25	80	150	200
4	–100	–75	–50	–25	75	150
5	–100	–75	–50	–25	40	120

Source: Merit Award Program presentation, Hillsborough County (n.d.).

Using Student Growth Measures for Teachers of Nontested Subjects

There are many teachers and other school staff members for whom student growth data are currently unavailable, such as teachers of noncore subjects like art or physical education or some teachers of students with disabilities. In addition to using nontest data, such as observations, study districts employed a number of different strategies to provide effectiveness scores for these teachers:²

² One approach to measuring student achievement growth in currently untested grades or subjects that none of the five case study districts was implementing, but that has been described elsewhere is teacher-determined “student learning objectives.” For example, the Austin Independent School District uses student learning objectives in which teachers set goals for themselves and their students and then measure whether or not those goals are achieved, using assessments agreed on with the principal. These could include standardized assessments or teacher-made assessments. The state of Rhode Island is considering a similar model. According to Goe (2011), this method allows teachers to have a major role in determining how growth is measured and how they will be evaluated. However the method also relies on teachers’ judgments; thus, it may be difficult to establish comparability across teachers.

- **Assigned aggregate scores to individual teachers.** One approach several study districts used for teachers without assessment data suitable for computing student achievement growth was to assign grade-level, department-level or building-level scores to those teachers. In Columbus’ TAP schools, where value-added results affected compensation, teachers of nontested subjects or grade levels were given a value-added score based on the buildingwide average. Houston used a similar approach. One drawback, as one principal in Columbus commented, was that some teachers believed it was unfair for some teachers to benefit (or not) from the work of others.
- **Created new assessments.** Hillsborough used a different approach for assessing teachers of noncore subjects: creating assessments in these subjects and determining student growth, using a combination of data from these tests and state assessments in other subjects. For example, a score for a social studies teacher might be based on the results of a district-created social studies exam, along with a reading score from the state test. However, one principal noted that introducing new assessments could raise new issues related to the perceived rigor and fairness of the assessments, and might be costly.
- **Repurposed existing assessments.** Columbus’ Performance Advancement System (PAS) evaluated teachers without classroom value-added reports on the basis of their students’ pretest and posttest gains, using other existing district-administered assessments. These assessments included end-of-course assessments, benchmark assessments, alternative assessments, and assessments of English-language proficiency (see Exhibit 4 for a description of what tests were used in the PAS program, and Appendix A–3 for the calculation in detail).

Exhibit 4
Tests Used for Columbus Performance Advancement System

The PAS program allowed teachers in Columbus to engage in classroom action research using a variety of assessments to measure student progress, including state achievement tests, district end-of-course (EOC) tests or benchmark tests, alternative tests and English-language-proficiency tests. On the basis of the results of these assessments, teachers could receive awards of as much as \$2,500.

Possible Pretests for 2009–10 School Year	Possible Posttests for 2009–10 School Year
Grades 9–12	Grades 9–12
Ohio Achievement Test (OAT) 2009 in reading, mathematics, science or social studies for 9th grade	OAT 2010 in reading, mathematics, science or social studies for 9th grade
EOC 2009 in reading, mathematics, science or social studies for 10th or 12th grade	EOC 2010 in reading, mathematics, science or social studies for 10th or 12th grade
Ohio Graduation Test (OGT) 2009 in reading, mathematics, science or social studies for 11th grade	OGT 2010 in reading, mathematics, science or social studies for 11th grade
Alternate Assessment 2009 for special education	Alternate Assessment 2010 for special education
Ohio Test of English Language Acquisition (OTELA) 2009 for all grades limited English proficient (LEP)	Ohio Test of English Language Acquisition (OTELA) 2010 for all grades limited English proficient (LEP)
Pre-K to Grade 8	Pre-K to Grade 8
Get It, Got It, Go—Fall	Get It, Got It, Go—Spring
Pre-K Benchmark—Fall	Pre-K Benchmark—Spring
Kindergarten Reading or Mathematics Benchmark—Fall	Kindergarten Reading or Mathematics Benchmark—Spring
OAT 2009 in reading and mathematics for 4th–8th grades	OAT 2010 in reading and mathematics for 4th–8th grades
Alternate Assessment 2009	Alternate Assessment 2010
OTELA 2009 for all grades LEP	OTELA 2010 for all grades LEP

Source: Performance Advancement System (PAS) 2009–10 Guidelines, <http://www.columbus.k12.oh.us/pas>.

Linking Students to the Right Teachers

Some of the interviewees in case study districts noted that linking students to the right teachers could be especially difficult for students with more than one teacher for the same subject (as in the case of coteachers) or for those who worked with specialists or resource teachers.

Columbus and Hillsborough addressed this issue by requiring teachers to verify (1) the list of students whom they taught in the prescribed time periods and (2) the proportion of time that they spent teaching them. (An example of the instructions given to teachers in Columbus appears in the following text box.) These districts then assigned weights to the scores for these teachers on the basis of the percentage of time that the teachers actually spent teaching students. That is, teachers were only considered responsible for some proportion of students' scores.

Linking Students to the Right Teachers in Columbus

Prior to calculating value-added scores, the Columbus district asked teachers to verify their student rosters in order to properly account for shared teaching responsibilities. Teachers were provided with the following instructions regarding linking students to teachers and had to confirm the students for whom they provided instruction.

1. Make sure the electronically provided class roster accurately reflects the students you taught.
2. Make sure students who moved in or out of your classroom are accounted for.
3. Make sure that, if the instruction of some students was shared with another teacher, those students are accounted for.

Source: Columbus City Public Schools presentation, "TCAP—Teachers Connecting Achievement and Progress: Teachers In-Service," April–May 2007.

Building Principal and Teacher Understanding of Measures of Teacher Effectiveness

Staff in two of the five districts underscored the need to develop a comprehensive long-term training and communication plan about teacher effectiveness measures, specifying the type of information provided, when, how, and to whom. Study districts indicated that they had taken the following actions—or were in the process of taking action—in order to build understanding of the teacher effectiveness measures:

- **Provided as much explanatory information as possible about how scores were generated.** All study districts provided written descriptions of the way their measures of teacher effectiveness were generated. In response to questions from teachers in Hillsborough, the district showed specifically how many points on the value table teachers received for each of their students, so that they could better understand how the overall score was generated (as shown earlier, in Exhibit 3).
- **Provided information directly to teachers.** Several principals in the districts indicated that they did not fully understand how the measures yielded effectiveness scores, and that they could not explain the system to teachers.

At the request of principals, Houston provided information directly to teachers through an information portal, to ensure that there were consistent and accurate explanations available (see Exhibit 5 for a page from the portal, which contained links to value-added reports, information about value-added scores and other information). The portal was designed not only to assist teachers directly but to provide more information to principals about the measures.

- **Provided information in multiple formats.** Houston’s portal included videos, online courses, brochures, and direct access to data. Columbus provided direct professional development for principals and lead teachers (see sample materials used in professional development in Appendix A–4).

Exhibit 5 Houston’s Web Portal

Houston’s Accelerating Student Progress—Increasing Results & Expectations (ASPIRE) project portal is designed to improve communication about effectiveness measures. It includes links to value-added score reports, information on what value-added is and how it is computed, links to professional development courses that teachers can sign up for and other relevant information

ASPIRE
Accelerating Student Progress
Increasing Results & Expectations
Houston Independent School District

The Next Generation of ASPIRE

Home ASPIRE **Value-Added** Support Recognize Partner My ASPIRE English

[Value-Added Reports](#) [What is Value Added?](#) [Progress Vs. Achievement](#) [Benefits](#) [FAQs](#) [Learning](#)

Value-Added > Value-Added Reports

Value-Added Reports

A key component of the ASPIRE model is using high-quality data sources, particularly value-added analysis, to guide instructional decision-making. ASPIRE reflects HISD’s continuing commitment to improve teaching and learning so that all students can reach their highest potential and receive high-quality education.

HISD Administrators and Educators: Access to the 2010 District, School, and Teacher Value-Added Reports is now available. Log in to [My ASPIRE](#). Under the “My Value-Added Reports” section, click on the SAS EVAAS® Login link.

HISD Families and Community: As of October 1, public access to our 2010 District and School Value-Added Reports, as well as the Value-Added Summary Reports, will be available. [Click here](#) to access these reports.

To learn more, download the [ASPIRE Guide for Parents & Families](#)

Access eLearning
Free for HISD employees. [Go.](#)

I accelerate student progress because I...
Provide technical support to schools and departments regarding the tracking and safeguarding of their fixed assets which helps secure resources for student learning.
-Controller
Share your statement. [Go.](#)

Increasing Results & Expectations
ASPIRE

With value-added information, HISD has a more comprehensive picture of student growth over time, and a better understanding about how HISD’s curriculum and instruction are helping students make academic progress.

Copyright © 2007 - 2011, Houston Independent School District, Battelle for Kids.

Source: <http://portal.battelleforkids.org/Aspire/Value-Added/VAResults.html?sflang=en>, cited 2010.

Measuring Teacher Effectiveness Through Classroom Observation Methods

In addition to student growth, the study districts measured teacher effectiveness through observation methods. In some of the case study districts, the results of the observations provided a basis for immediate, specific feedback to teachers (see Exhibit 6 for a description of the observation framework planned for use in Hamilton County as of summer 2010, with explanations of the performance levels associated with each measured dimension of teaching).

Exhibit 6				
Description of Hamilton County’s Planned Measure of Teacher Practice				
<i>Hamilton County’s new classroom observation system was based on a rubric developed by an education consultant. The rubric contained the following six domains:</i>				
<ul style="list-style-type: none"> — <i>Planning and preparation for learning</i> — <i>Classroom management</i> — <i>Delivery of instruction</i> — <i>Monitoring, assessment and followup</i> — <i>Family and community outreach</i> — <i>Professional responsibilities</i> 				
<i>Within each domain, there are 10 indicators. Each indicator has descriptors for four levels of performance. A sample indicator (“Knowledge”) and descriptors are shown for the “Planning and preparation for learning” domain.</i>				
Planning and Preparation				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Knowledge	Is expert in the content area and has cutting-edge grasp of how students learn	Knows the content well and has a good grasp of how students learn	Is somewhat familiar with the content and has a few ideas of ways students develop and learn	Has little familiarity with the content and few ideas on how to teach it and how students learn
<p>Teachers would earn between 1 and 4 points per indicator (1 for “Does Not Meet Standards,” 2 for “Improvement Necessary,” and so on). Data were to be collected through 10 “mini observations” (5–10 minutes) by principals and assistant principals, as well as document reviews. For the summative evaluation, principals would total the points earned for each indicator. For example, a teacher who earned an “Effective” rating for 60 indicators would earn a total of 180 points (60 indicators × 3 points per indicator), giving him or her a final rating for the year of “Effective.” Along with the score, comments and specific examples were to be provided to the teacher.</p>				

continued next page

Exhibit 6 (continued)
Description of Hamilton County’s Planned Measure of Teacher Practice

240 points are possible (60 indicators, 4 points per indicator) Tenured, Professionally Licensed		
Rating	Score	Outcome
4 Highly effective	• 211-240 • Satisfactory evaluation	• Top performer
3 Effective	• 180-210 • Satisfactory evaluation	• Good standing
2 Improvement necessary	• 151-179 • Unsatisfactory evaluation	• PIP initiated, possible non-reelection
1 Does not meet standards	• <151 • Unsatisfactory evaluation	• TPP/IAP initiated, possible non-reelection

Note: PIP refers to Performance Improvement Plan; TPP/IAP refers to Teacher Performance Plan/Intensive Assistance Plan.

Source: Hamilton County Teacher Evaluation Pilot, Draft presentation, 2010–11.

Four of the five study districts used or were planning to use revised teacher observation systems, replacing traditional systems. The fifth district, Columbus, supplemented its existing classroom observation measure only in its six TAP schools. The experiences of the five study districts in selecting and implementing measures of teacher practice can be organized into the following areas:

- Selecting an observation framework
- Using effective teachers as observers
- Ensuring consistency in scoring
- Scheduling observations
- Updating the observation framework

Selecting an Observation Framework

In choosing an observation framework, districts have to consider several questions (summarized in the following text box). At a more general level, districts have to choose between adopting an existing framework wholesale, adapting an existing framework or creating an entirely new one. Some existing frameworks may have evidence of validity and reliability. By adopting these frameworks, districts or states may also benefit from existing training or other support resources. However, districts or states may want to allow their staff or teachers to have input into the design of observation rubrics. Columbus adopted an existing framework developed for use in all TAP schools. The TAP rubric consists of a number of different dimensions related to instruction, planning instruction and the learning environment. Teachers receive an overall score of 1 to 5: 1 and 2, not proficient; 3, proficient; and 4 and 5, advanced.

Eagle County started using the TAP observation framework as originally designed but, over time, adapted the framework. For example, the county created some indicators that were observed over time and some that were scored in the course of a single observation. Hamilton County also took an existing framework and made extensive revisions. These districts had not yet determined the predictive validity of the resulting frameworks (see Appendixes A–5 to A–7 for the frameworks from study districts).

Questions to Consider in Selecting an Observation Framework

Researchers from the University of Virginia suggest the following questions for consideration in selecting an observation framework:

Tier 1: High-Priority Questions

- What questions about classrooms does my organization want answered? Is the scope of this tool aligned with the questions about classrooms and teachers’ practices that we want to address?
- Are the observation and scoring protocols standardized and clear?
- Has this tool been shown to be reliable across observers and over time?
- Are the outputs (scores) from this observation protocol proven to be related to outcomes of interest in our population (i.e., growth in students’ academic skills, students’ prosocial behaviors, teacher retention, students’ reports of feelings of belongingness, etc.)?

Tier 2: Additional Considerations

- Does the system include complementary sources of information (such as student surveys, etc.) that could be used to obtain a more complete portrait of the classroom?
- Does the observation include guidelines and support for using findings for professional development purposes?
- Is the time required for observation feasible for your organization?

Source: “A Practitioner’s Guide to Conducting Classroom Observations: What the Research Tells Us About Choosing and Using Observational Systems,” by Megan W. Stuhlman, Bridget K. Hamre, Jason T. Downer, and Robert C. Pianta, University of Virginia, 2010.

Using Effective Teachers as Observers

Some districts used effective teachers as observers in their evaluation systems. There are both benefits and drawbacks to this approach. Effective teachers may have credibility among teachers and administrators. However, a drawback is taking effective teachers out of the classroom. Also, conducting observations may involve skills (e.g., providing constructive feedback to adults, communicating with adults) that are not the same as those that make a teacher effective in the classroom. Finally, teachers who are effective in one subject or at one grade level may not have the content background to effectively observe teachers of other subjects or grades. Especially at the high school level, teachers being observed may be concerned that observers do not have sufficient understanding of the academic material to be able to accurately interpret lessons and provide valid and useful feedback. To respond to these concerns, study districts took the following actions:

- **Created time-limited positions, so that effective teachers were not permanently out of the classroom.** Hillsborough County debated this issue and concluded that using effective teachers as observers or evaluators benefits many teachers and students. However, the district limited observers’ positions to two-year appointments, so that teachers could return to the classroom after serving as observers.

-
- **Developed selection criteria for observers that went beyond effectiveness.** Several Eagle County principals and district officials spoke about how the process of hiring master and mentor teachers who serve as observers had become more selective over time as they focused not just on effectiveness but also on a teacher's ability to work with other teachers.
 - **Used school-based observers.** In Eagle County and in Columbus TAP schools, master and mentor teachers were school based, and one principal spoke about the benefits and challenges of having a former teacher in the school become a master or mentor teacher. On the one hand, such a teacher could have a strong reputation as an effective teacher and good personal relationships with teachers; on the other hand, these same relationships could result in concerns about objectivity. Having school-based observers could also reduce the possibility of having observers with specialized content knowledge, because schools could only select a few observers and might have many different types of courses taught by different teachers.
 - **Assigned observers by subject area.** As of summer 2010, Hillsborough planned to try to assign observers by subject area, matching as many as possible. Teacher observers would be assigned to a number of schools and observe teachers in a particular grade level or content area across schools.

Ensuring Consistency in Scoring

A major issue in the implementation of classroom observation frameworks is ensuring consistency and reliability in scoring, particularly for rubrics with many indicators. To address this challenge, the five districts took the following actions (or were considering these actions):

- **Provided training materials, such as handbooks or other reference materials, to observers.** Eagle County's professional development department created a handbook to go along with its observation rubric. This handbook included detailed information about the rubric indicators and examples. The district also provided online training modules for schools.
- **Required ongoing training and certification.** Eagle County reported that it required anyone who would conduct observations to be recertified each year. Those certified in the past attended a two-day refresher training and took another exam. New observers had a two-day training before the school year started, and then made live observations with a trained evaluator and returned six to eight weeks after school started for two final days of training and a final exam. Anyone who did not pass the exam would go through additional training.
- **Monitored scores within and across schools.** Two districts analyzed scores across schools to look for potential inconsistencies or patterns. One Eagle County principal mentioned that, in past years, the district analyzed building rubric scores compared with district averages, to look for outliers. The same principal had principals spend time in one another's buildings to create shared understanding of scores. In Columbus, one principal scheduled initial observations with multiple observers as often as possible, so that they could calibrate their scoring within the school.

Scheduling Observations

Once an observation framework has been selected and observers selected and trained, these observers must find time to complete all the required observations. Particularly in large schools, simply scheduling and completing observations can be difficult. Study districts reported a number of strategies to address these issues:

- **Developed observation systems that involved a feasible number of observations.** In Hamilton County's new observation system, which was being piloted at the time of data collection in summer 2010, the plan was to have administrators observe each teacher, using 10 mini-observations of approximately 5 to 10 minutes each. The observations were not to include pre-conferencing. Feedback was to be provided to the teacher in a short conversation, which was to last approximately 5 to 10 minutes. While this system required many observations for each teacher, each observation was to be very short in duration. Other study districts required fewer observations, with each observation lasting longer. For instance, Eagle County required three formal class-length observations, and more were encouraged. Researchers at the University of Virginia, who support the implementation of the Classroom Assessment Scoring System (CLASS) observation instrument, have determined that four observations are needed to ensure reliability in their system (Pianta, La Paro and Hamre 2007).
- **Provided specific supports for observers, to help them make time for the observation work.** Hamilton County provided guidance to help administrators plan their observation responsibilities (see Exhibit 7). Because the district required many short observations of each teacher, administrators needed to complete approximately two teacher observations per day, throughout the year. To provide more time for principals to conduct observations and work with teachers, Houston was working on having the district central office take on some administrative tasks formerly provided at the school level (e.g., processing payments for professional development).
- **Established guidelines for the timing of observations.** Eagle County's system, which included both teacher and principal observers, purposely scheduled principal observations for the second half of the school year. This schedule allowed teachers to get feedback from peers and work on their practice before having a principal, whose scoring counted more heavily in a teacher's summative evaluation, conduct his or her observation. In addition, observations did not begin until several weeks into the school year.

Exhibit 7 Hamilton County's Guidance on Conducting Observations

Hamilton County's communication to principals included general guidance on ways to schedule observations, as well as specific scenarios for different numbers of teachers and administrators, so that they could be completed as required.

Teachers observed (at 10 observations per teacher)	Total observations	Number of Administrators (Principals + APs)	Days available for observing	Average number of observations per day, per administrator
• 90 teachers	• 900 observations	• 4 administrators	• 120 days	• 1.9 / day
• 60 teachers	• 600 observations	• 3 administrators	• 120 days	• 1.7 / day
• 36 teachers	• 360 observations	• 2 administrators	• 120 days	• 1.5 / day
• 30 teachers	• 300 observations	• 1 administrator	• 120 days	• 2.5 / day

Source: Hamilton County Teacher Evaluation Pilot, Draft presentation, 2010–11.

Updating the Observation Framework

As classroom observation frameworks are implemented widely, teachers and principals may discover problems or areas that should be modified. Each of the case study districts reported at least one of the following strategies for identifying ways that the observation framework might need to be updated or revised:

- **Collected feedback regularly from all stakeholders.** Houston district officials recently conducted a survey of all principals and teachers to gather feedback on the observation tools in use in the district. Thirty-eight percent of high school teachers and 48 percent of elementary school teachers believed that the framework allowed appraisers to assess their instructional performance accurately (see Exhibit 8). About two-thirds of teachers reported that their confidence in the performance appraisal system would increase if it addressed factors such as clear timelines for the process, clear standards for observation and appraisal, ongoing surveys to seek input on the system, professional development based on the system, and training and evaluation of appraisers. At the time of data collection, Houston was considering adopting a new observation framework.
- **Instituted regular updates.** One study district, Eagle County, built a requirement into its policies that a committee review the district's framework and its implementation every two years (see the text box, pg. 20, for the language of this requirement in Eagle County policy). A committee of principals, teachers, and union and district staff was to conduct the reviews.

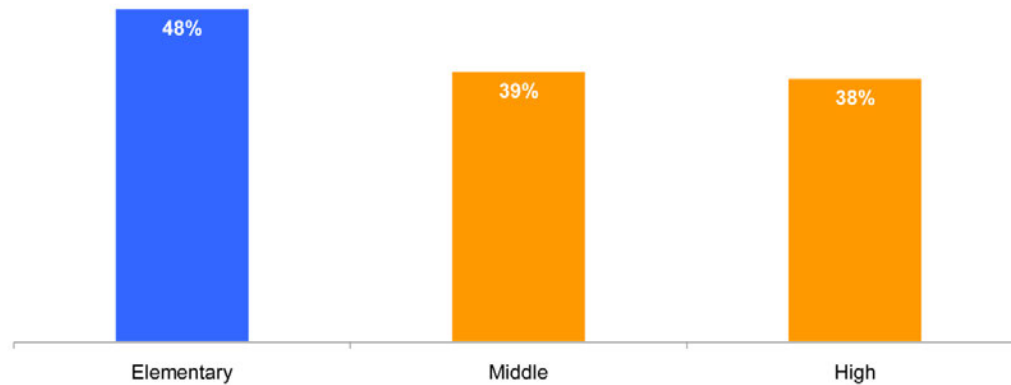
Exhibit 8 Results of Houston's Survey on the Classroom Observation Framework

A 2010 study by the New Teacher Project, in partnership with the Houston Independent School District, found little confidence in the statewide rubric used in Houston—the Professional Development and Appraisal System (PDAS) or a Modified PDAS (MPDAS), used with senior teachers.



According to teachers, current appraisal tools do an especially poor job assessing performance at the secondary level.

Teachers Agreeing that PDAS Allows Appraisers to Accurately Assess Instructional Performance, by School Level



Source: Surveys of HISD teachers. Percentages indicate respondents who selected "Strongly agree" or "Agree".
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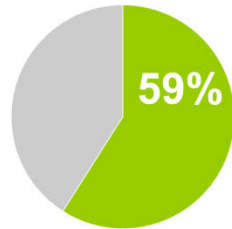
Source: Presentation to the Houston Independent School District Board of Education, "Core Initiative Update: Effective Teacher in Every Classroom," June 3, 2010.

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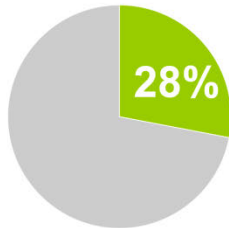
Exhibit 8 (continued)
Results of Houston's Survey on the Classroom Observation Framework



Principals share teachers' concerns about the district's current appraisal systems.



of principals say that problems with the PDAS/MPDAS tools are a **significant barrier to providing effective appraisal** of instructional performance.



of principals say that PDAS/MPDAS allows them to **accurately assess** teachers' instructional performance.

Source: Surveys of HISD principals. Percentages indicate respondents who selected "Strongly agree" or "Agree".
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Source: Presentation to the Houston Independent School District Board of Education, "Core Initiative Update: Effective Teacher in Every Classroom," June 3, 2010.

Eagle County's Policy on Reviewing the Observation Framework and Its Use

Eagle County had a written policy that it would review its evaluation system every two years and make changes if necessary.

The Board of Education shall appoint an advisory school Personnel Performance Evaluation Council, which shall have the purpose of assisting in the district's compliance with state law regarding licensed staff evaluations. This council will not evaluate the performance of employees, but rather will review the evaluation system a minimum of once every two years to determine if, in its judgment, the system meets the intent of state legislation and to provide appropriate recommendations to the Board and Superintendent as to any needed improvements. The licensed staff members will be provided the opportunity to submit recommendations regarding the refinement or improvement of the evaluation system.

Source: Eagle County Schools administrative policies, 2010.

Summary

The five study districts developed measures of teacher effectiveness that drew on data on student achievement growth and classroom practice. While their reasons for developing these measures varied, in four of the five districts compensation reform was a key driver. Specifically, Columbus, Eagle County, Hillsborough and Houston all developed or improved their measures of teacher effectiveness in order to offer performance incentives for high-performing teachers districtwide or in select schools. In summer 2010, Hamilton County, Columbus, and Hillsborough were planning to continue their work to develop and refine measures of teacher effectiveness as part of their states' RTT grant efforts. All the districts' efforts to date suggest some inherent challenges that other districts and states may need to address as they consider developing measures of teacher effectiveness:

- **Communication and engagement.** Interviewees noted that efforts were needed to ensure that teachers and principals were appropriately informed about new measures of teacher effectiveness. Whether with respect to the design of a new measure or to its implementation, study districts responded to the need to allow for input and to provide clear and comprehensive information to teachers, principals and other stakeholders in a variety of ways. Some provided opportunities for teachers or others to help develop or refine measures like classroom observation frameworks. Others focused on providing information about their measures. One provided a systematic, ongoing process by mandating regular stakeholder input for updates to the teacher evaluation process.
- **Limited scope of student achievement growth measures.** A key challenge for study districts was that data on student achievement growth data were available only for teachers in grades and subjects in which state tests were implemented. Study districts used different approaches to supplement these measures, including creating or repurposing other district assessments, or applying schoolwide or other aggregate measures to teachers in untested grades or subjects.
- **Implementation of classroom observation frameworks.** Interviewees noted challenges in implementing classroom observation systems that were both rigorous and feasible. For example, interviewees noted challenges in finding the right observers, and in ensuring and maintaining reliability. Study districts took a variety of approaches in response to these challenges, including providing scheduling support, providing ongoing training, and working with teachers and principals to identify the right observers for each district's context.

III. Using Information About Teachers' Effectiveness in Human Resource Policies

Human resource policies, such as teacher hiring, professional development, retention and dismissal, are important levers in efforts to ensure that all students have effective teachers (Odden and Kelly 2008). The absence of meaningful information on teacher effectiveness can hamper the development of human resource policies. For example, many teacher professional development activities are typically designed to be “one size fits all,” rather than tailored to teachers’ individual strengths and weaknesses (Weisberg and others 2009).

With information about teachers’ effectiveness available, districts have opportunities to use that information to design human resource policies. This chapter illustrates several approaches to using such information, including those that treat teachers differentially on the basis of effectiveness information, as well as those that apply to districtwide practices, such as hiring. Chapter IV addresses approaches to using effectiveness information to more equitably distribute effective teachers among schools. The five study districts used specific strategies in three areas to improve teacher effectiveness:

- Preparing and hiring effective new teachers
- Improving the effectiveness of current teachers (e.g., professional development)
- Retaining effective teachers and removing ineffective teachers

These strategies are discussed in the sections that follow. A summary of the types of policies in use in study districts is provided at the end of this chapter.

Preparing and Hiring Effective New Teachers

One way to improve teacher effectiveness is to ensure that new teachers are well prepared and that hiring practices include appropriate selection criteria. Some of the study districts used information on teacher effectiveness to inform efforts to hire new teachers, specifically by developing the supply of applicants and by refining the criteria for selecting applicants. This section addresses these two practices in turn:

- Providing input on the design of teacher preparation programs
- Using effectiveness information to refine new-hire selection criteria

Providing Input on the Design of Teacher Preparation Programs

One way to improve the quality of new hires is to provide input into the design of teacher preparation programs, on the basis of the performance of recent hires. As part of a federal Teacher Quality Partnership grant, Columbus City Schools and a higher education partner, the Ohio State University (OSU), established a strong working relationship in which the district was represented in conversations regarding changes to OSU’s preparation programs. Representatives from the district’s mentoring program for first-year teachers were members of the committee that discussed changes to OSU’s program. The district used input from the mentoring program representatives on areas in which current first-year teachers struggled to guide changes to preparation programs.

Another feature of the partnership between Columbus and OSU was a model teacher residency program. The teacher residency program provided each preservice student teacher with a current Columbus district teacher to serve as a mentor, and with improved field experiences so that student teachers would be better prepared for urban teaching.

Using Effectiveness Information to Refine the Selection Criteria for Hiring

One factor that may affect the quality of new hires is a district's selection criteria. To date, there is little research to support the use of specific tools or strategies to identify applicants who may be effective teachers. Research that does exist suggests modest relationships between selection instruments, such as attitudinal surveys, and teacher effectiveness (e.g., Rockoff and others 2008; Novotny 2009; Metzger and Wu 2008).

In the absence of more research, one way districts can refine their selection criteria is by analyzing the relationship between first-year teachers' effectiveness and their prior scores on hiring selection instruments. Houston developed a plan to measure the percentage of screened applicants who were found to be effective, as shown in the following text box. An annual report will provide "detailed analysis and proposed action related to the key metrics for recruitment and selection."

Houston's selection process had a four-stage selection pipeline that screened applicants on the basis of paper qualifications, a 5-minute sample of teaching, a 30-minute structured interview and then a final review by committee. The 30-minute interview used the Haberman Educational Foundation's (HEF's) Star Teacher Pre-Screener, which assesses applicant values and attitudes believed to be associated with successful teaching of high-need students.

Sample Houston Metrics to Monitor Hiring Efforts

Houston developed a strategic plan to develop an effective teaching force, which included goals and metrics to monitor progress. This excerpt from that plan shows the overall goal, some key metrics and reporting requirements related to hiring. Note that EVAAS stands for “Education Value-Added Assessment System,” a commercially available system for measuring teacher effectiveness, using student growth, and that the “screener” is the Haberman Education Foundation’s Star Teacher Pre-Screener.

Attract and hire top talent through proactive search strategies and rigorous selection criteria for every job position.

KEY METRICS

Recruitment and Selection

- Number of new teacher hires
- % of teacher applicants rated in the acceptable range on screener
- % of principal applicants rated in the acceptable range on screener
- % of Human Resources–screened teachers rated in top 10% of EVAAS value-added data
- % of Human Resources–screened teachers rated in top two quartiles of EVAAS value-added data
- Teacher yield %: # of offers made to teachers versus # of teachers that accepted offer

Report: The administration will report to the Board of Education on the outcomes of the recruitment season, including comprehensive analysis of the efficacy of recruitment efforts. The report will include detailed analysis and proposed action related to the key metrics for recruitment and selection.

Source: Houston Independent School District Board of Education Board Monitoring System 2009–10.
<http://www.houstonisd.org/HISDConnectEnglish/Home/Board%20of%20Education/Board%20Images/News%20BMS%20Document-Final%20Rev2.pdf>.

Improving the Effectiveness of Current Teachers

After teachers have been hired, districts have a variety of opportunities to support teachers’ growth and improve their effectiveness, and most districts offer a range of teacher professional development opportunities.

This section describes three approaches used in the study districts to increase the effectiveness of current teachers:

- Using observations to provide teachers with frequent feedback
- Using effectiveness information to create professional development plans for individual teachers
- Using effectiveness information to plan district professional development

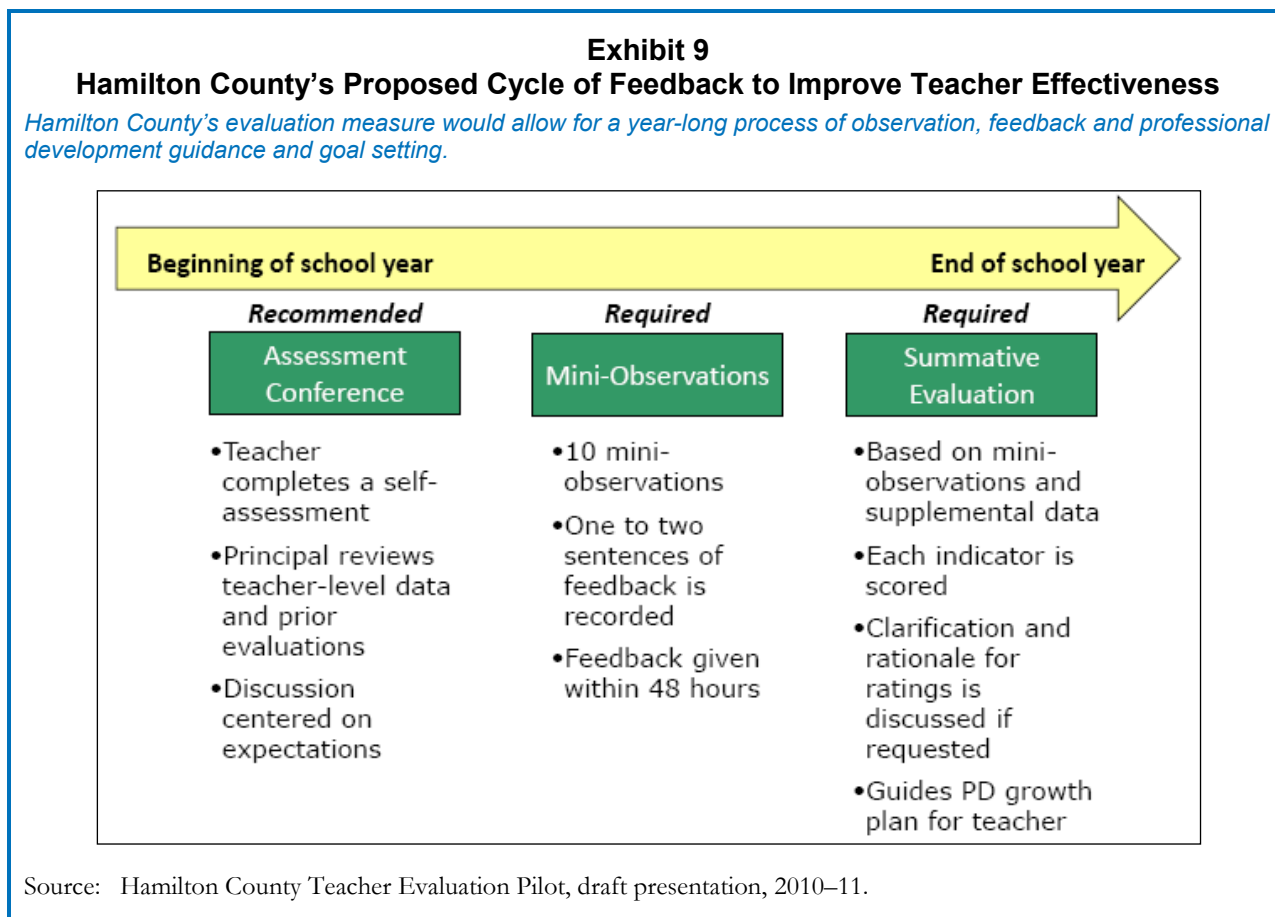
Using Observations to Provide Teachers With Frequent Feedback

The study districts with new or revised observation systems used feedback (or planned to use feedback) from the observations as a key part of professional development for teachers. For example, in Hamilton County, teachers were to receive brief feedback within 48 hours after each of the 10 mini-observations occurring during the course of the year (see Exhibit 9).

Such feedback occurred multiple times, ranging from 3 to 10 times, during the course of the school year in the study districts, providing teachers with “job embedded” opportunities to improve their practice. In research on the link between professional development and teacher practice, this feature correlates with

changes in practice (e.g., Garet and others 2001). In fact, in Eagle County, where a system of frequent feedback had been in place since 2001, district officials reported survey results showing that 80 percent of teachers said that they were better teachers because of the rubric and the associated feedback.

Frequent feedback can be used as part of a general improvement strategy for all teachers but can also focus on teachers who may have been identified as in need of assistance, using other effectiveness information. Columbus’ intensive Peer Assistance and Review (PAR) program supported teachers who were struggling by providing a dedicated mentor, called a consulting teacher, to observe lessons and provide immediate feedback. Teachers could potentially be observed up to 40 times, according to the district.



Using Effectiveness Information to Create Professional Development Plans for Individual Teachers

Effectiveness information can also be used to develop long-term professional development plans for individual teachers. The system in Hamilton County (described in Exhibit 9) would take into account both student growth and observation data to guide plans for individual teachers. Houston’s staffing review process (see the following text box) was intended to help principals use data on teacher effectiveness to develop individualized plans for teacher support and professional development. The process involved district-level professional development staff in conversations with principals, to assist them in creating these plans, using available data on teacher effectiveness.

Description of Houston's Staffing Review Process

In spring 2010, principals in Houston began to use teacher performance information to develop individual plans for teacher recognition and professional development. Through the staffing review process, principals placed teachers in one of four performance categories and then met with district human resources and professional development representatives to create plans for each teacher. For example, for veteran teachers in the lower two categories, principals developed remediation plans, including strategies such as team teaching, mentoring and professional development (see Appendix A–8 for the decision-making framework used by principals). An excerpt from a district memo describing the staffing review process is shown here:

The purpose of this process is to ensure that teachers receive recognition for their excellent work, targeted professional development to meet their needs and important feedback regarding their performance. Principals should implement this staff review process for all teachers on their campus.

Step One: Categorize/group your teachers.

Principals should group all of his/her teachers in one of the following four categories. Decisions should be based on effectiveness by using all performance data, including but not limited to, principal walkthroughs, classroom observations, review of student work products, formative student assessment data and value-added scores, when available.

- a. **Highly Effective**—teachers who consistently achieve student academic growth and/or student academic outcomes that are better than expected, based on value-added or other student performance data
- b. **Proficient**—teachers who achieve expected levels of student academic growth and/or expected student academic outcomes, based on value-added or other student performance data
- c. **Developing**—teachers who show potential for improvement but who achieve student academic growth and/or student academic outcomes that are less than expected and who may need additional supports to improve their instructional practices, based on value-added data or other student performance data
- d. **Low-Performing**—teachers who consistently achieve low levels of student academic growth and/or student academic outcomes that are significantly less than expected, based on value-added or other student performance data

Step Two: Attend a staff review meeting to be scheduled by Academic Services.

Academic Services will be scheduling sessions with principals to conduct the staff review process. In preparation for these meetings, principals should be prepared with information on your staff and have completed Step 1 of this process. In addition, you should be considering career development strategies for teachers in each group.

Source: Houston Independent School District Memo from superintendent on staffing review process, March 5, 2010.

Using Effectiveness Information to Plan District Professional Development

In addition to planning professional development for individuals, some study districts also used effectiveness information to inform professional development practices more generally. In Houston, a group of teachers who were rated “highly effective” on the basis of student achievement growth developed a set of recommendations for principals and teachers. As of summer 2010, Eagle County planned to collect instructional materials from teachers identified as “excellent” through Eagle County’s “Excellence in Teaching” process (modeled after National Board Certification process) as models.

Aggregate analysis of effectiveness information pooled across the district may also inform professional development practices. In discussions about teacher professional development in Hamilton County, the district decided that data from each of the brief observations that principals conducted would be electronically saved in the district’s data system, and information about the needs of teachers would be shared with content specialists in the district, who could then plan for professional development.

Retaining Effective Teachers and Removing Ineffective Teachers

Once a system has been designed to identify effective teachers, districts need strategies to retain them. These strategies can include performance-based compensation or bonuses and leadership opportunities. Conversely, once teachers are identified as ineffective, and if strategies to help them improve are unsuccessful, districts may wish to consider dismissal. As part of its strategic plan, Houston developed key metrics to monitor its efforts to retain and remove teachers on the basis of their effectiveness, as shown in the text box.

Houston's Sample Metrics to Monitor Progress in Using Effectiveness Information for Retention and Termination Decisions

Houston developed a number of key metrics that draw on teacher effectiveness information to track the district's progress in retention and termination.

Critical Outcome: Human Capital Assessment and Retention

Provide every employee ongoing and annual feedback that creates opportunities for recognizing excellence and developing skills and leadership, and retains high-performing staff in every job position.

KEY METRICS

Human Capital Assessment and Retention

- % of probationary teachers who receive a term contract
- % teachers in the top 10% of EVAAS value-added data who are retained
- % teachers in the top two quartiles of EVAAS value-added data who are retained
- % principals in the top 10% of EVAAS value-added data who are retained
- % principals in the top two quartiles of EVAAS value-added data who are retained
- % of teachers in the top 10% of EVAAS value-added data who are terminated or who retire
- % of teachers in the bottom 10% of EVAAS value-added data who are terminated or who retire
- % of teachers in the bottom two quartiles of EVAAS value-added data who are terminated or who retire
- % of principals in the top 10% of EVAAS value-added data who are terminated or who retire
- % of principals in the bottom 10% of EVAAS value-added data who are terminated or who retire
- % of principals in the bottom two quartiles of EVAAS value-added data who are terminated or who retire
- % of employees on a performance improvement plan by school or department
- % of regressive value-added performers on performance improvement plan
- % of regressive value-added performers on improvement plans who attain positive value-added scores following remediation outlined in the plan

Report: The administration will report to the Board of Education on the outcomes of personnel assessment metrics.

Notes: EVAAS is the district's value-added model, the Educator Value-Added Assessment System.
Regressive value-added refers to teachers with scores of less than 0, using the district's measure.

Source: Houston's Board Monitoring System, updated February 2010.

The availability of data on teacher effectiveness creates new opportunities for districts to design policies to reward and retain effective teachers and to revisit policies related to teacher tenure and dismissal. This section describes four approaches used in the study districts:

- Using effectiveness information in teacher compensation
- Using effectiveness information to create new career paths
- Using effectiveness information in tenure review and dismissal
- Using effectiveness information in transfer eligibility and transfer hiring decisions

Using Effectiveness Information in Teacher Compensation

With the exception of Hamilton County, all the study districts were engaged in a performance pay initiative of some kind. Using effectiveness information in compensation systems raises a variety of questions about the design and implementation of such systems, including whether or how much of an award should be based on individual performance, compared with collective performance; whether performance-based awards should replace or supplement existing salary or bonus structures; the amounts of awards needed to successfully retain teachers; and how to ensure that the system is transparent for stakeholders.

For example, Eagle County's performance-based compensation system drew on both individual and collective measures of effectiveness, and based payments on effectiveness information, as well as qualifications (see the following text box). This system was designed in response to concerns raised about the effects of individual incentives on teacher collaboration, as well as stakeholder beliefs about the utility of qualifications. Several principals mentioned that, especially in certain subjects, they looked for teachers with master's degrees, perceiving this as a sign that the person is likely to be effective. Indeed, research suggests that, in certain subjects, qualifications related to content partially predict effectiveness (Wayne and Youngs 2003).

Description of Eagle County's Performance-Based Compensation System

Eagle County's performance-based compensation system included both yearly incentives and permanent salary adjustments based on performance, and replaced a traditional salary schedule. Salary increments for teachers and other employees were based on effectiveness, as measured through observations each year. Thus, base salary increased each year by a percentage associated with the level of performance (in the example below, a 3 percent increase for a "high-performing" evaluation). Bonuses were awarded each year as a percentage of base salary using buildingwide and districtwide student achievement growth on the Colorado State Assessment Program (CSAP), American College Testing (ACT) and the Northwest Evaluation Association (NWEA) MAP assessment (in the example below, a 2.5 percent increase based on these scores). As described in the section on measures of teacher effectiveness in chapter II, study districts employed a variety of methods to try to improve communication about measures and their uses for performance pay (see Appendix A-1 for a sample of the letter sent to teachers in Eagle County describing the way the performance-based compensation is calculated). The example shown here is an abbreviated version presented on the Eagle County website to describe the system to prospective teachers.

Putting It Together: An Example

Teacher Joe makes \$45,000 as his contract salary. He also adds \$3,000 for an advanced degree and \$2,500 for working in a "high-poverty" school as "à la carte" salary additions. These additions are NOT included as his contract salary. They will increase as district needs and market conditions require them to; so we use the \$45,000 for determining bonus and the next year's raise. Joe will earn

- \$1,125 bonus from a 2.5% increase based on his assessment index for the district and his school (CSAP, NWEA and ACT)
- \$900 salary increase for the Negotiated/Inflationary Component, set for the next year at 2%
- \$1,350 salary increase for Joe's "High-Performing" evaluation which was 3%

New annual salary: \$47,250

Source: <http://www.eagleschools.net>.

Several principals in study districts mentioned that they did not think their district's performance bonuses were large enough to have a big impact on teacher retention or motivation. Odden and Wallace (2007) recommend a range of 4 percent to 8 percent of salary, consistent with a review from private sector studies that found a range of 3.5 percent to 11 percent. Bonuses in study districts were in the \$1,500 to \$3,000 range (which with a median teacher salary of about \$51,000 across districts would represent a range of about 2 to 6 percent), although Eagle County had a temporary "Excellence in Teaching" award program, which offered a one-time \$10,000 bonus to teachers who applied for the program. Research studies conducted to date show mixed results for performance pay on teacher retention. A few rigorous studies (e.g., Springer and others 2008; Wiley, Spindler and Subert 2010) find increased retention of effective teachers with the use of performance incentives, while others do not (e.g., Glazerman and McKie 2010).

Using Effectiveness Information to Create New Career Paths

A study by the Center for Teaching Quality found that teachers who held leadership positions were significantly more likely to plan to stay in the profession over the next three years (Berry, Daughtrey and Wieder 2010). Most study districts offered teachers opportunities to be coaches or mentors. For example, master and mentor teachers in Eagle County and Columbus conducted observations and provided individualized coaching to teachers. These teachers were selected in part on the basis of their effectiveness. Columbus' TAP program specified that applicants must submit a video of their classroom teaching, which would be scored using the TAP observational rubric, "evidence of student achievement," and references designed to gather information about the candidate's leadership skills, among other things.

Using Effectiveness Information in Tenure Review and Dismissal

In addition to better identifying ineffective teachers, some study districts used information about effectiveness in their tenure reviews and dismissals. For example, Houston updated its policy on annual renewal of the contracts of untenured teachers. A consistent lack of student progress, as measured by the value-added formula, was added to the list of reasons for termination of an untenured teacher. The revised policy stated, “In accordance with its data-driven culture, the District is including as a reason for nonrenewal insufficient student academic growth as reflected by value-added data.” Both Houston and Hamilton County district officials discussed changes they had recently made to the period of service preceding the district decision to grant tenure, to allow increased attention to teacher effectiveness in tenure decisions.

Two study districts also discussed how they supported principals in teacher dismissal processes. In its staffing review process, Houston provided a decision-making document to principals, to assist them in considering actions to take for each teacher, including proposing termination (see Exhibit 10 for an excerpt from the policy focused on tenured or “term” teachers, and Appendix A–8 for the full document). In addition, Houston offered three-day training for principals on how and when to move toward termination. According to the district, the staffing review process resulted in an increased number of teachers’ not being granted tenure after three years (from 7 in 2009 to 154 in 2010), an increased number of teacher contract terminations (from 45 in 2009 to 100 in 2010) and an increased number of resignations in lieu of termination (from 24 in 2009 to 61 in 2010).

Exhibit 10	
Houston’s Staff Management Decision-making Framework Excerpt	
<i>The following excerpt shows how the Houston school district is providing guidance to its principals on how to use effectiveness information for termination decisions about teachers (in this case, for “term” or tenured teachers).</i>	
Contract Type	Management Decision Framework Options
Term	<ol style="list-style-type: none"> 1. Contract should continue if: <ul style="list-style-type: none"> — Teacher performance meets or is above expected levels <ul style="list-style-type: none"> • But if a teacher has a Running Cumulative Average that is regressive (i.e., less than 0) in any one subject, a growth plan is required (i.e., team-teaching, mentoring, professional development) — There is no other compelling reason to terminate the contract 2. Termination should be proposed if: <ul style="list-style-type: none"> — Unsatisfactory performance on one or more of the 34 criteria as part of the district’s evaluation system for teachers.
Source: Houston Independent School District Memo from superintendent on staffing review process, March 5, 2010.	

Eagle County encouraged its principals to make additional efforts to gather and review data on the effectiveness of untenured teachers, who could be dismissed through nonrenewal. On average, over the last few years, the annual rate of nonrenewal for probationary teachers was 20 percent. By comparison, the rate of nonrenewal in six case study districts in a recent study was less than 1 percent in five districts and 3 percent in the sixth district (Denver Public Schools) (Weisberg and others 2009).

Using Effectiveness Information in Transfer Eligibility and Transfer Hiring Decisions

Some of the study districts used effectiveness information in the rules governing transfers from one school to another. Such rules vary by district and usually take into account teacher preferences. These rules may be important places to insert effectiveness criteria, if teachers rated as unsatisfactory by their principals transfer to a school where the principal may be more lenient, or principals who are unwilling or unable to dismiss ineffective teachers may encourage them to transfer.

Houston tightened its transfer eligibility criteria so that teachers with unsatisfactory performance were no longer eligible to transfer (see following text box). Hillsborough County adopted a different approach, focusing on the principals in schools that are considering which prospective transfer teachers to receive. Hillsborough provided those principals access to a “teacher summary sheet” about prospective transfer teachers. The sheet provided information on the teacher’s value-added and teaching history (see Appendix A–9).

Description of Houston’s Policy Establishing Eligibility Criteria for Teachers To Transfer

The Houston School Board placed restrictions on transfers to make sure that ineffective teachers didn’t skip from school to school, never addressing their deficiencies.

In order to be eligible for transfer, teachers must meet the following criteria:

- Hold a valid Texas teacher certificate in the requested subject-area vacancy.
- Meet “Highly Qualified” standards of *NCLB* for the position.
- Must not be entering third- or fourth-year probationary status.
- Must not be on a growth plan.

Source: <http://www.houstonisd.org/HISDConnectDS/v/index.jsp?vnextoid=e2c2d5b853548210VgnVCM10000028147fa6RCRD&vnextchannel=9339e02e91b23110VgnVCM10000028147fa6RCRD>.

Summary

Although, across the districts, there were policies or programs to address the entire continuum of teacher employment and development, from hiring to dismissal, study districts often focused on:

- **Compensation initiatives.** All study districts except Hamilton County had in place performance pay initiatives that made use of differing teacher effectiveness measures. As noted earlier, these programs often served as the impetus to design or redesign teacher effectiveness measures.
- **Feedback through observation.** Where study districts had new or revised observation frameworks in place, these frameworks appeared to serve as linchpins in district efforts to provide useful feedback to teachers and aid them in improving their instructional practices. The format of the observations and feedback varied from district to district.
- **Career paths.** Several interviewees spoke about their efforts to use effectiveness information to identify teachers for leadership positions, as well as to release those determined to be ineffective. Districts used different types of information for these purposes. For example, Houston described value-added data as a potential source of evidence for dismissal and for granting leadership opportunities; Eagle County and Columbus interviewees spoke about the use of observation data for both purposes.

IV. Taking Targeted Action to Improve Equitable Access to Effective Teachers

Human resources policies that use effectiveness information may help ensure that all students have effective teachers, as discussed in chapter III. However, studies have documented that, on average, teachers migrate toward working in affluent, high-achieving schools (Hanushek, Kain and Rivkin 2004; Goldhaber 2008). Thus, another component of efforts to ensure that all students have effective teachers is a set of policies that specifically target high-need schools.

Information about teachers' effectiveness enables states and school districts to better address inequities in access to effective teachers in several ways. First, states and districts can monitor the distribution of teacher effectiveness, rather than qualifications, allowing better identification and targeting of actions to high-need schools that lack effective teachers. Second, in those targeted actions, states and districts can offer incentives to effective teachers, rather than to all teachers, and can focus attention on high-need schools.

In the five study districts, targeted actions to improve equitable access to effective teachers fell into three categories:

- Analyzing effectiveness data to determine whether and where action is needed
- Attracting effective teachers to and retaining them in high-need schools
- Offering principals in high-need schools additional opportunities to hire effective teachers

Strategies in these areas are discussed in the following sections. A summary of study district efforts in these areas is provided at the end of this chapter.

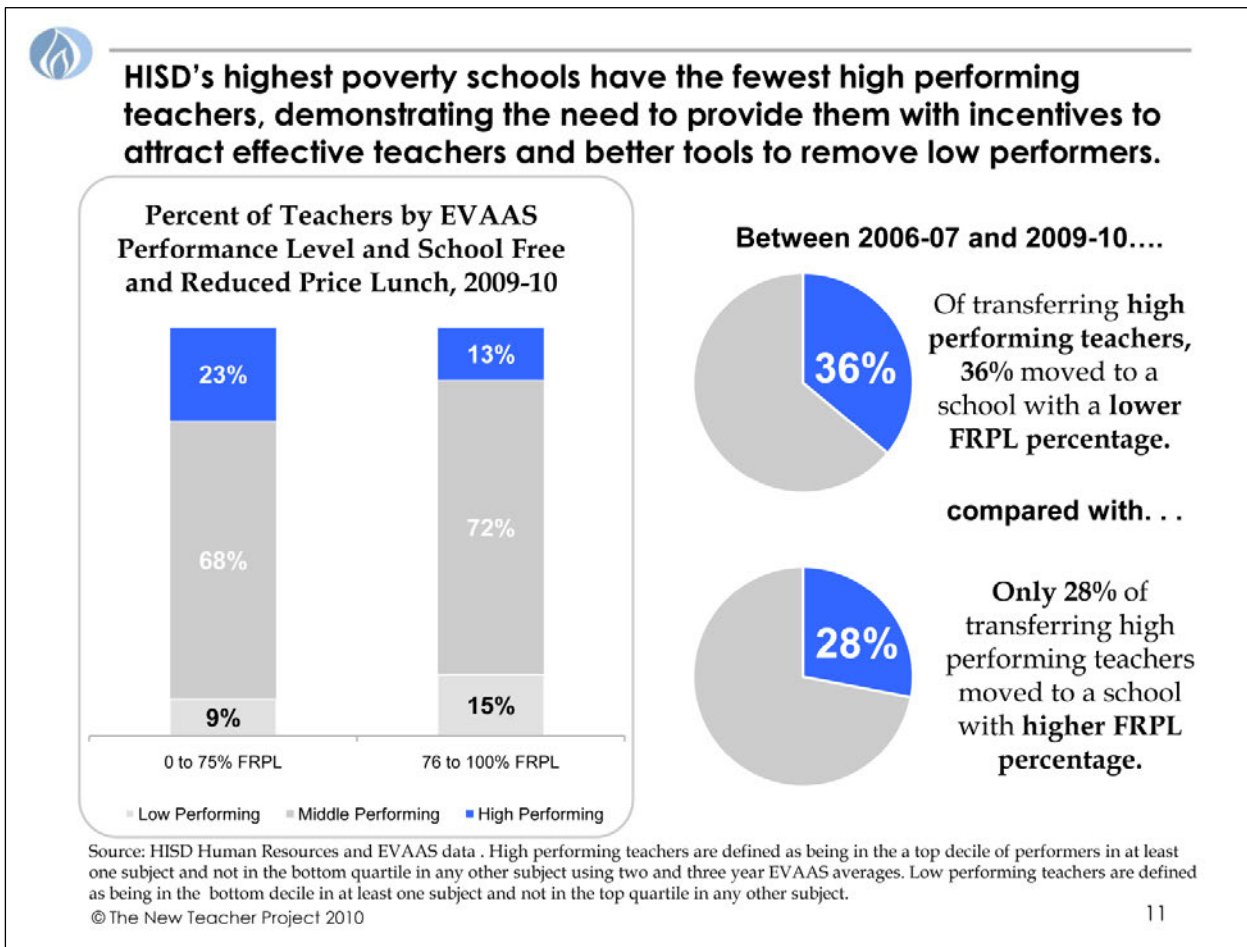
Analyzing Effectiveness Data to Determine Whether and Where Action Is Needed

There can be great variation across schools within a district in the quality and effectiveness of teachers (e.g., Clotfelter and others 2007; Goldhaber, Cramer and Choi 2007; Education Trust 2008; Sass and others 2010). To ensure that all students in a district have access to effective teachers, districts must analyze and monitor effectiveness information across schools. For example, Houston examined the proportion of effective teachers in high- and low-poverty schools, using their value-added measure (see Exhibit 11).³ Imazeki and Goe (2009) suggest that districts also take into account information on open positions or teacher turnover and teacher experience, using a combination of metrics to determine which schools may need targeted assistance.

³ The state of Tennessee also analyzed teacher effectiveness across schools and found variation by subject across schools, indicating a need for programs targeting specific schools, and perhaps specific subject areas in those schools. For example, 28 percent of reading or language arts teachers were classified as highly effective in low-poverty schools, compared to 17 percent in high-poverty schools. Similar disparities did not exist in mathematics (Tennessee Department of Education 2007). Districts can also analyze effectiveness by minority enrollment or achievement status. In their Race to the Top applications, states described a number of ways in which they plan to analyze their data. For example, Tennessee reported plans to require its districts to examine retention data by effectiveness level, thus tracking the attrition of less effective teachers and leaders, for instance. Tennessee will also require its districts to chart the growth of teachers and leaders as they become more effective.

Exhibit 11
Houston's Analysis of Distribution of Effective Teachers, by School Poverty Level

A study in Houston found, on the basis of value-added data, that there were fewer high-performing teachers at schools with higher percentages of students in poverty. In addition, high-performing teachers were less likely to transfer from a low-poverty school to a high-poverty school.



Note: *EVAAS* is the Education Value-Added Assessment System, which Houston uses to calculate teachers' contributions to student learning gains.

Source: Presentation to the Houston Independent School District Board of Education, "Core Initiative Update: Effective Teacher in Every Classroom," June 3, 2010.

Attracting Effective Teachers to and Retaining Them in High-Need Schools

Although districts may have the authority to reassign teachers as necessary, less coercive means may be preferable for bringing effective teachers to high-need schools. Strategies in the study districts and elsewhere included both financial incentives and other incentives, such as improvements in working conditions.

Offering Financial Incentives to Attract and Retain Effective Teachers in High-Need Schools

With the exception of Hamilton County, all study districts offered financial incentives to teachers to move to or stay in high-need schools.⁴ However, in only three of the districts (Columbus, Hillsborough, and Houston) were the incentives contingent on some measure of effectiveness. For example, National Board Certified Teachers (NBCTs) in Hillsborough County received an additional \$4,500 for teaching at a Renaissance School (i.e., a school with 90 percent or more high-poverty students). They also received a \$4,000 annual incentive provided to all NBCTs in the district. An additional bonus was given to teachers at those Renaissance Schools that reached achievement goals set for the school. That bonus was not awarded until the following year, to motivate teachers to remain at the school. Columbus was piloting a differentiated compensation program in which teachers with five years of experience and two years of demonstrated student achievement gains could seek transfer to a high-needs school and receive a \$4,000 bonus each year for three years. Houston's Effective Teacher Pipeline (described in the following text box), which was in its first year of implementation during the site visit, identified effective teachers by using value-added data and offered incentives to create clusters of effective teachers in targeted schools.

Addressing Other Factors Related to Attracting and Retaining Teachers in High-Need Schools

A key question is whether financial incentives alone are enough to attract or retain teachers, especially in the case of schools that may be perceived as difficult or failing. Teachers may be concerned with the working conditions in schools, including the support of leadership or peers, opportunities for professional development, or other factors. For example, Hillsborough conducted a study to determine whether additional compensation had any effect on the retention of high-quality teachers in high-poverty schools. In that study, 47 percent of teachers said they would not stay in their schools without the salary differential, and 43 percent said they would stay regardless of the extra pay. Among teachers who did leave, the main reason they cited was the leadership in the school (McLeod and Watson 2009). Hamilton County teachers reported that bonuses provided through an initial phase of the Benwood Initiative, a public-private partnership, were not the primary motivation for them to seek or retain employment at a struggling school. Instead, they reported being drawn by their personal commitment to traditionally disadvantaged students and by the opportunity to work with a visionary principal and a collegial professional community that fosters learning (Silva 2008).

⁴ One additional possible approach related to offering financial incentives is to allow retired teachers known to be effective to return to the classroom as part-time salaried teachers while continuing to draw retirement benefits. This type of strategy may need to be pursued at the state level or the district level, depending on local pension-funding arrangements.

States or districts may seek to address working conditions in tandem with financial incentives. For example, Houston's Effective Teacher Pipeline project sought to address concerns about school working conditions by encouraging movement of many effective teachers to a small set of high-priority, high-need schools. Placing multiple effective teachers in high-need schools was intended to create a culture of supportive peers. In addition, the Effective Teacher Pipeline project provided extra professional development and leadership opportunities for teachers moving to those schools.⁵

Description of Houston's Effective Teacher Pipeline Project

The goal of the Effective Teacher Pipeline project was to identify effective teachers and relocate them as clusters onto school campuses, where, in addition to teaching in their core subjects, they would serve as instructional leaders for other teachers. Effective teachers who agreed to transfer to the targeted low-performing schools received bonuses of \$10,000 (funded by an outside foundation) each year for two years.

A teacher is eligible for the [Effective Teacher Pipeline] program for a particular subject (reading, language arts, mathematics, science and/or social studies) as follows:

Middle schools:

1. Teacher was in top 10% of all teachers in that subject within the district, ranked by value-added (Cumulative Gain Index [CGI]) for two of the last three years (06–07, 07–08, 08–09)
2. Teacher had positive value added (CGI greater than zero) for the year in which they were not ranked in the top 10%
3. Teacher taught in the subject during 08–09
4. Teacher has positive value-added scores (CGI greater than zero) in all other subjects taught, and
5. Teacher was placed in group 1, Highly Effective, or group 2, Proficient, during the 09–10 staff review process.

High schools:

6. Campus was in top quartile of value added (CGI) for that subject during both 07–08 and 08–09
7. Teacher was ascribed to that subject for the ASPIRE Award (teaching it for the majority of the day), and
8. Teacher was placed in group 1, Highly Effective, during the 09–10 staff review process.

Items to Note:

- Middle school teachers can be designated in more than one subject. High school teachers cannot.
- Middle school teacher designation is based on three years of data. High school teacher designation is based on two years of data.

Value-added performance in the most recent school year (09–10) is not used, as this information will not become available until fall 2010.

Source: Houston Effective Teacher Pipeline Program description, June 2010.

⁵ Charlotte-Mecklenburg's Strategic Staffing Initiative goes further, moving principals and highly effective teachers to high-need schools as a team (Travers and Christiansen 2010). That is, effective principals are identified and then allowed to select effective members of their current school staff to take with them to a high-need school. Another example of efforts to address working conditions along with financial incentives is a statewide initiative in Delaware, slated to begin in fall 2012. The Delaware Fellows Program would offer \$5,000 transfer bonuses to experienced, highly effective teachers and principals moving to high-poverty and high-minority schools. The program also would provide special summer training and monthly professional development, and in order to be eligible to receive staff, schools must show that they are implementing or continuing to implement schoolwide strategies to improve teaching and learning environments. It also may be that the geographic characteristics of a particular district or school make it extremely difficult to attract or retain effective teachers, even with financial or other incentives. In these instances, states or districts may need to consider alternatives that will allow effective teachers to serve high-need schools without actually moving to them. Examples of these types of programs could include distance-learning or coaching models, in which teachers identified as effective provide direct instruction to students by using technology. For example, Hawaii planned to implement a distance-learning program to provide geographically isolated, low-performing schools with access to effective teachers. Similarly, states or districts may be able to provide effective teachers to high-need schools as instructional coaches, working part-time with teachers and students.

Offering Principals in High-Need Schools Additional Assistance With Hiring

In addition to attracting effective teachers to particular schools, another strategy for improving equitable access to effective teachers is to offer principals in high-need schools more opportunities to hire effective teachers directly. These opportunities could include early hiring options, or exemptions from policies that potentially reduce a principal's ability to hire effective teachers. In many cases, these strategies can be undertaken within the context of existing collective bargaining agreements.

One study district, Hillsborough, mentioned policies intended to offer such opportunities to principals. For example, during Hillsborough's three-day job fair, the first day was limited to the high-poverty Renaissance Schools, to give those principals the ability to hire teachers first.⁶

In addition, according to district officials in Hillsborough County, principals in its Renaissance Schools were exempt from the requirement of selecting transferring teachers on the basis of seniority unless there were more teachers transferring than there were other positions available in the district. Instead, the principals could choose among those who wished to transfer or could hire teachers new to the district, in order to select the best candidates. Finally, when the Renaissance Schools in Hillsborough had open positions to fill, they were not subject to district hiring freezes. Instead, the principals could select new hires over transfers.

Summary

Three of the five study districts developed policies to use effectiveness information in efforts to ensure teacher effectiveness in high-need schools. One district, Houston, analyzed effectiveness information to determine where inequities within the district might be. The focus of most of these districts was monetary incentives to attract effective teachers to high-need schools and retain them. In one case, Houston's Effective Teacher Pipeline project, such incentives were paired with efforts to address working conditions in high-need schools.

⁶ In its Race to the Top application, the District of Columbia described a similar job-fair strategy called "Smart Targeting," in which principals of high-need schools would meet prescreened applicants before principals of other schools would have a chance. The District of Columbia also planned to provide training to principals to help them conduct better interviews and find the best candidates for their particular positions.

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APPENDIX A

Appendix A

Appendix A Contents

This appendix contains additional documents collected from districts illustrating their approaches to identifying effective teachers and using information about teacher effectiveness in human resource policies. The documents are organized according to their appearance in the report. An overview of each document is included here.

Chapter 2: Identifying Effective Teachers

The appendixes relevant to Chapter 2 include documents related to teacher effectiveness calculations (including professional development materials describing these calculations), and observation frameworks.

- **Appendix A–1: Eagle County Award Computation**—A letter to Eagle County teachers explaining how measures of effectiveness based on classroom observation and student achievement growth are weighted and combined to calculate salary increases.
- **Appendix A–2: Columbus TAP Award Computation**—A description of the eligibility requirements and weighting of measures of effectiveness for a Teacher Advancement Program (TAP) financial incentive.
- **Appendix A–3: Columbus Performance Advancement System (PAS) Gains Calculation**—A detailed description of a process used in the district to identify teachers for financial awards based on student achievement growth.
- **Appendix A–4: Columbus Value-Added Professional Development Materials**—Excerpted slides from a presentation explaining value-added computations in the district.
- **Appendix A–5: Hillsborough Current Observation Rubric**—The classroom observation rubric used in Hillsborough through the 2009–2010 school year.
- **Appendix A–6: Hillsborough New Observation Rubric**—The classroom observation rubric used in Hillsborough beginning in the 2010–2011 school year.
- **Appendix A–7: Eagle County Professional Practices Rubric**—The classroom observation rubric in use in Eagle County.

Chapter 3: Using Information about Teachers’ Effectiveness in Human Resource Policies

The appendixes relevant to Chapter 3 include documents related to guidance for hiring, retention, termination, and remediation.

- **Appendix A–8: Houston Decision-Making Framework**—Guidance provided to principals on how to use effectiveness information to consider staffing actions for teachers in their schools.
- **Appendix A–9: Hillsborough Teacher Summary Sheet**—An example of the teacher summary sheet (containing effectiveness information) to aid principals in hiring decisions for transfer teachers.

APPENDIX A-1: EAGLE COUNTY AWARD COMPUTATION



**Certified Exempt/Support/Administrator Performance Appraisal
2009-2010 School Year**

Name:
Position:

Domain	Weighting	Score	Weighted Points
Job Performance	40%	3	1.20
Job Knowledge	20%	3	0.60
Dependability/Reliability	20%	4	0.80
Organizational Citizenship	10%	3	0.30
Organizational Representation	10%	4	0.40

Your Overall Weighted Average = 3.30

Listed above is your evaluation score for the 2009-10 school year. Please review it carefully and contact Jason Glass, Director of Human Resources, if there is an error. Mistakes are rare, but they do happen. Identifying any errors now allows us to make a timely correction.

Per the Spring 2010 Negotiated Agreement, this evaluation score will be used to determine half of your annual performance bonus (up to 2% of your base pay) which will be paid this coming August. The other half will be determined by student achievement gains in the district (up to an additional 2% of your base pay). You will be provided a separate, and a more detailed, communication about how your bonus was determined in August.

For those returning for the 2010-11 school year, your base rate of pay will be increased by an amount equal to the bonuses you received in September and November of 2009 (unless you have hit the maximum for your position, are a substitute, or in some cases are transferring positions). Basically, the cash that was paid in lump sums for the 2009-10 school year will be made ongoing for the 2010-11 school year as part of your base hourly or salaried rate.

Your current hourly or salaried rate refers to the base hourly or salary amount you made in 2009-10. Extra-duty work, stipends, benefit amounts, or other "a la carte" salary additions are not part of your base rate. You can find your base rate by accessing the Employee Portal.

The values of the evaluation Performance Descriptors were determined by the Eagle County Schools Evaluation Committee, which is made up of a broad representation of ECS employees. The Evaluation Committee set ranges (or cut points) for these categories by looking at the requirements in the evaluation document, which can be accessed via the Employee Portal.

Performance Descriptor	Range Low	Range High	Bonus%
Exceptional	3.60	4.00	2.00%
High Performing	3.00	3.50	1.50%
Professional- Commendable	2.80	2.90	1.00%
Professional- Meets Expectations	2.00	2.70	0.75%
Needs Improvement	1.60	1.90	0.25%
Unacceptable	0.00	1.50	0.00%

Please email Jason Glass with questions or concerns at Jason.Glass@eagleschools.net and thank you for a great year!

APPENDIX A-2: COLUMBUS TAP AWARD COMPUTATION

**Columbus City Schools TAP
Performance Pay Award Calculations
BACKGROUND**

Traditionally, the TAP payout structure allocates a minimum of \$2,000 per teacher to establish the award fund (*Note: many schools base their award fund on \$2,500–\$3,000 per teacher*). The award fund is divided into award pools using a ratio of the career path level to the total number of teachers eligible for an award. The awards are divided into qualitative measures via the TAP Skills, Knowledge, and Responsibilities score and the quantitative student achievement scores calculated using value added analysis.¹

Below are the minimum requirements on the Skills, Knowledge and Responsibilities to be eligible to earn the portion of the award pool set aside *for that criterion*:

1. Master teachers must earn a SKR score of no less than “4.”
2. Mentor teachers must earn a SKR score of no less than “3.5.”
3. Career teachers must earn a SKR score of no less than “2.5.”

Additionally, there are minimum requirements for both classroom and schoolwide achievement scores to be eligible to earn the portions of the award pool set aside *for those criteria*:

1. All teacher types must earn a value-added score of no less than “3” on their individual, classroom achievement (a score of “3” means in the teacher’s students made one year’s expected growth on the state or comparable district assessment).
2. The schoolwide achievement score must be a value-added score of no less than “3” (a score of “3” means the school, on average, made one year’s expected growth on the state or comparable district assessment). Schoolwide achievement scores of 3, 4, and 5 will earn 50 percent, 75 percent, and 100 percent of the schoolwide bonus, respectively.

For example, if a career teacher received an SKR score of “3” and a classroom value-added score of “2,” they would *only* be eligible for the SKR portion of the award pool.

Achievement Award Weights

For the career teacher *with* student achievement data, the award pool monies will be allocated as follows:

- 50% Skills, Knowledge, and Responsibilities
- 30% Classroom achievement gains
- 20% School achievement gains

For the career teacher *without* student achievement data, the award pool monies will be allocated as follows:

- 50% Skills, Knowledge, and Responsibilities
- 50% School achievement gains

¹ Value-added analysis is a method for measuring the contribution of a teacher or school to gains in student achievement. The method uses individual student data linked from year to year, rather than cross-school or cohort averages. It applies statistical methods to (a) measure the academic gain or growth of each student over a period of time, and (b) attribute that gain or growth to the specific school and teacher(s) responsible for educating each student during that time.

Columbus Public Schools Performance Awards for school year 2008–09

Based on the results from last year, the school district of Columbus will award \$251,550 in performance pay bonuses to the teachers in schools implementing the TAP System; \$400,000 was allocated. This differential is generated when schools do not achieve a value added score of ‘5’ and allocated money is unused in a given fiscal year on the bonus awards.

In the Columbus TAP project, only 26 of the 200 total teachers had individual value added scores (13%) for the 2008–09 school year. The middle schools in Columbus have chosen to use the 50-50 model mentioned above, even with teachers who teach tested grades or subjects.

APPENDIX A–3: COLUMBUS PERFORMANCE ADVANCEMENT SYSTEM (PAS) GAINS CALCULATION

Data Analysis Procedures for PAS award in Columbus City Schools

The PAS award is given to those teachers whose average student achievement gain is equal to or greater than 3 NCE above the District gain from the same pre- and post-test assessments. Because dissimilar measures typically are used on the pretests and posttests, scores are converted to a standard scale called a z score. These z scores are then further converted to the Normal Curve Equivalent (NCE) for easy comparison.

z Score

The z score is the number of standard deviation units an individual student's raw score is above or below the district mean. It has a one-to-one relationship with the standard deviation unit, one z-score unit = one standard deviation unit. On the z score scale the mean is set at zero. The z score is calculated by taking the raw score for a student, subtracting the district mean (average) of all student scores and dividing by the district standard deviation on the assessment.

$$z \text{ score} = (\text{student raw score} - \text{district mean}) / \text{district standard deviation}$$

Normal Curve Equivalent

The Normal Curve Equivalent is derived from the z score. On the NCE scale, the mean is set at 50% and each unit of standard deviation is represented by a 21.06% increase or decrease from the mean. The NCE has a range of 1 to 99%. The Normal Curve Equivalent can be thought of as the raw score percentage fitted to the normal distribution (bell curve). The NCE is calculated by multiplying the z score by 21.06 and adding 50.

$$\text{NCE} = (z \text{ score} \times 21.06) + 50$$

If you want to know the numbers used to calculate your class gain, contact the PAS Coordinator. She can print a spreadsheet detailing each of your students' pre- and post-test scores, the z-scores, and the NCE equivalents used. She can also give you the district mean and standard deviation for the assessments used in your gains analysis. You can calculate your own gains by finding your class' average pretest NCE score and subtracting it from the class' average posttest NCE score. Remember, your students' NCE scores already reflect the comparison to the district's mean. If the difference is a positive 3.0 or greater, you are eligible for the award.

A confusing phenomenon, negative gain, occurs if your students make gains, but not as much as the district. If subtracting the pretest from the posttest NCE average results in a negative number; that is known as a negative gain.

Value-added

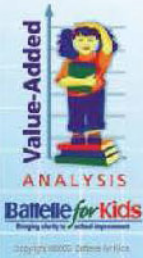
For some teachers, the PAS award will be given if their mean student achievement gain exceeds one year of growth as determined by value-added calculation. The predicted mean approach will be used. For each student sample, a mean prediction of achievement on the next iteration of the Ohio Achievement Test will be calculated. Using test data for students with similar prior performance on common tests and the tests' relationships to each other allows for the creation of statistically reliable predicted scores for each student in each subject. At the end of the year, a student sample mean of actual achievement will be calculated. The difference between the actual scores and the predicted scores is called the effect, or value-added score.

It is not possible for a teacher to calculate their own value-added score as it is necessary to have multiple years of testing history for both the individual students *and* the comparison pool. There are about 40 Ohio school districts in the comparison pool. Districts are grouped into pools based on common testing histories at each grade-level cohort.

**APPENDIX A–4:
COLUMBUS VALUE-ADDED PROFESSIONAL
DEVELOPMENT MATERIALS**

What is School Effect (or Value-Added)?

School Effect \approx Growth – Expected Growth



Calculating School Effect

Test Scales Determine the Statistical Approach

- **Mean Gain Approach**

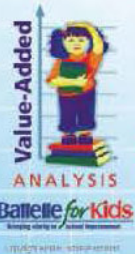
- Used when all tests across grade levels have consistent scales.

School Effect \approx Growth – Expected Growth

- **Predicted Mean Approach**

- Used when one or more tests are on a different scale.

School Effect \approx Observed Mean – Predicted Mean



Test Scales

Consistent Scales (Mean Gain Approach)

- **Vertical Scales** reference scores increase in equal intervals.

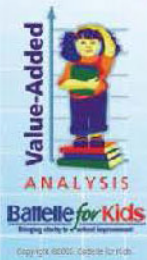
50th Percentile	3rd	4th	5th	6th	7th	8th
Score	350	400	450	500	550	600

- **Horizontal Scales** share a common scale and score range.

Different Scales (Predicted Mean Approach)

- **Different Scales** reference scores vary inconsistently.

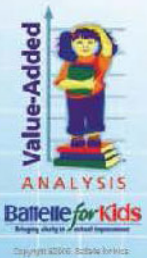
50th Percentile	3rd	4th	5th	6th	7th	8th
Score	450	220	550	220	650	700



Mean Gain Approach

Used when all tests across grade levels have consistent scales.

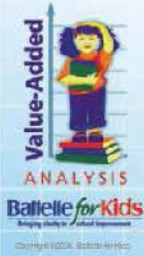
$$\text{School Effect} \approx \text{Mean Gain} - \text{Expected Growth}$$



Mean Gain Example

Math scaled scores for the same students.

Year 1 • Grade 3		Year 2 • Grade 4	
Student 1	350	Student 1	400
Student 2	370	Student 2	385
Student 3	360	Student 3	395
Student 4	375	Student 4	405
Student 5	365	Student 5	390
Mean Baseline = 364		Mean Observed = 395	



$$\text{Growth} = \text{Mean Observed} - \text{Mean Baseline}$$
$$\text{Growth} = 395 - 364$$

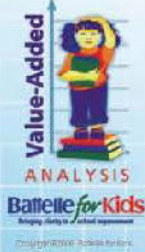
A crude measure of the growth is **31** scaled score points.

Mean Gain Example

School effect is a comparison between students' growth and their expected growth.

$$\text{School Effect} \approx \text{Mean Gain} - \text{Expected Growth}$$

$$6 = 31 - 25 \text{ (Growth Standard)}$$



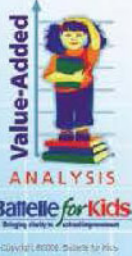
Students, on average, grew about **6** scaled score points more than expected.

Mean Gain Approach (Converted to NCEs)

Sample School
Value-Added
Report Math

High Progress
Positive School
Effects

High
Achievement
High Mean NCE or
Mean Scaled Score



Estimated School Mean NCE Gain			
Grade	3	4	5
Growth Standard		0.0	0.0
State 3-Yr-Avg.		1.2	0.0
2002 Mean NCE Gain		3.1 G	3.3 G
Std Error		1.5	1.3
2003 Mean NCE Gain		3.3 G	3.3 G
Std Error		1.5	1.4
2004 Mean NCE Gain		3.6 G	3.1 G
Std Error		1.7	1.4
3-Yr-Avg. NCE Gain		3.3 G	3.5 G
Std Error		0.9	0.8
Estimated School Mean NCE Scores			
Grade	3	4	5
State Base Year (1998)	50.0	50.0	50.0
State 3-Yr-Avg	50.5	51.3	48.9
2001 Mean	73.6	73.2	82.2
2002 Mean	72.5	76.7	76.5
2003 Mean	69.3	75.8	80.0
2004 Mean	78.1	72.9	78.9

School Effect

Baseline Observed

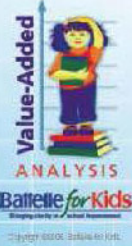
R — Estimated mean NCE gain below the growth standard.
Y — Estimated mean NCE gain not detectably different from the growth standard.
G — Estimated mean NCE gain above the growth standard.

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Review: Predicted Mean Approach

Used when one or more tests
are on a different scale.

$$\text{School Effect} \approx \text{Observed Mean} - \text{Predicted Mean}$$



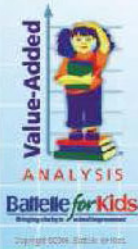
Predicted Mean Example

Math scaled scores for the same students.

Predicted 4th Grade		Observed 4th Grade	
Student 1	390	Student 1	400
Student 2	384	Student 2	385
Student 3	396	Student 3	395
Student 4	395	Student 4	405
Student 5	385	Student 5	390
Predicted Mean (Baseline) = 390		Mean Observed = 395	

School Effect \approx Mean Observed – Predicted Mean (Baseline)

School Effect = 395 – 390
School Effect = 5



Predicted Mean Approach

High Achievement, High Progress

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Back Print Reports Schools Tests Subjects

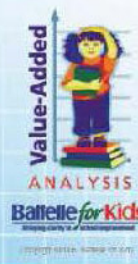
Print this Report

2005 School Value-Added Report for Math Grade 4

Test	Grade	Year	N	Observed	Baseline	School Effect	Pred Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg
				Mean Student Score	Mean Score %tile	Mean Pred Score				
Math	4	2003	26	243.4	71	231.8	60	9.3	2.63	Above
		2004	39	236.5	67	224.6	55	10.2	2.31	Above
		2005	42	250.9	81	239.1	70	10.1	2.45	Above

High Achievement
High Mean Scores

High Progress
Positive School Effects



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Predicted Mean Approach

Low Achievement, High Progress

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Back Print Reports Schools Tests Subjects

Print this Report

2005 School Value-Added Report for Math Grade 4

Test	Grade	Year	N	Observed	Baseline	School Effect	Pred Score %ile	Effect Std Err	School vs Testing Pool Avg	
				Mean Student Score	Mean Score %ile	Mean Pred Score				School Effect
Math	4	2003	51	218.8	39	207.8	31	9.8	2.01	Above
		2004	56	220.8	41	207.6	30	12.8	2.00	Above
		2005	47	233.9	57	207.2	30	23.4	2.33	Above

Low Achievement
Low Mean Scores

High Progress
Positive School Effects



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**APPENDIX A–5:
HILLSBOROUGH CURRENT
OBSERVATION RUBRIC**

CLASSROOM CERTIFICATED INSTRUCTIONAL EFFECTIVENESS EVALUATION
Spring or Fall (circle one)

**PREPRINTED EMPLOYEE AND ASSIGNMENT
DATA TO BE PLACED HERE**

Please check (✓) the appropriate rating in each area.

O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

I. INSTRUCTIONAL EFFECTIVENESS (Point values: O = 10; S = 6; NI = 4.5; U = 0)	SELF				ADMINISTRATOR			
	O	S	NI	U	O	S	NI	U
a. Promotes academic learning designed to improve student performance.	10	6	4.5	0	10	6	4.5	0
ENTER SECTION TOTAL PTS (MAX 10)								

II. PLANNING AND PREPARATION (Point values: O = 4; S = 2; NI = 1.5; U = 0)	O	S	NI	U	O	S	NI	U
a. Plans effective lessons consistent with State and District curriculum frameworks.		2	1.5	0		2	1.5	0
b. Identifies lesson objectives appropriate for the level of achievement of individual students based on curriculum goals.	4	2	1.5	0	4	2	1.5	0
c. Selects appropriate resource materials and activities related to effective lesson objectives.		2	1.5	0		2	1.5	0
d. Selects effective lesson materials and activities that include cultural contributions of various groups.		2	1.5	0		2	1.5	0
e. Sequences the use of materials and activities for effective lesson preparation.		2	1.5	0		2	1.5	0
f. Identifies effective procedures to assess student attainment of lesson objectives.	4	2	1.5	0	4	2	1.5	0
ENTER SECTION TOTAL PTS (MAX 16)								

III. PROFESSIONAL BEHAVIORS (Point values: O = 4; S = 2; NI = 1.5; U = 0)	O	S	NI	U	O	S	NI	U
a. Adheres to State, District and School policies and procedures.		2	1.5	0		2	1.5	0
b. Contributes to and participates in the School Improvement Plan.		2	1.5	0		2	1.5	0
c. Is punctual in reporting to school and in carrying out school assignments.		2	1.5	0		2	1.5	0
d. Observes confidentiality relating to students, teachers and school.		2	1.5	0		2	1.5	0
e. Performs with a minimum of supervision.		2	1.5	0		2	1.5	0
f. Communicates effectively with students and other stakeholders to increase student achievement.	4	2	1.5	0	4	2	1.5	0
g. Works cooperatively and supportively with the school staff.		2	1.5	0		2	1.5	0
h. Demonstrates logical thinking and makes practical decisions.		2	1.5	0		2	1.5	0
i. Makes suggestions and offers criticism with discretion.		2	1.5	0		2	1.5	0
j. Responds reasonably to and acts appropriately upon constructive criticism.		2	1.5	0		2	1.5	0
k. Dresses appropriately and is well groomed.		2	1.5	0		2	1.5	0
l. Engages in self-assessment and participates in professional development activities to improve instructional effectiveness.	4	2	1.5	0	4	2	1.5	0
ENTER SECTION TOTAL PTS (MAX 28)								

IV. TECHNIQUES OF INSTRUCTION (Point values: O = 6; S = 3; NI = 2.5; U = 0)	O	S	NI	U	O	S	NI	U
a. Demonstrates knowledge of subject matter.	6	3	2.5	0	6	3	2.5	0
b. Uses instructional time efficiently while employing the principles of continual quality improvement in an instructional setting with students.	6	3	2.5	0	6	3	2.5	0
c. Orients students to class work and maintains academic focus.		3	2.5	0		3	2.5	0
d. Uses vocabulary and presents content appropriate to the subject area and to the students' abilities while using appropriate strategies for teaching students from diverse cultural backgrounds, with different learning styles, and with special needs.	6	3	2.5	0	6	3	2.5	0
e. Presents subject matter effectively using technology where appropriate and available, while using appropriate skills and strategies that promote the creative/critical thinking capabilities of students.	6	3	2.5	0	6	3	2.5	0



CLASSROOM CERTIFICATED INSTRUCTIONAL EFFECTIVENESS EVALUATION
 Spring or Fall (circle one)

Please check (✓) the appropriate rating in each area

		O = Outstanding				S = Satisfactory				NI = Needs Improvement				U = Unsatisfactory			
		SELF								ADMINISTRATOR							
IV	TECHNIQUES OF INSTRUCTION (Point values: O = 6; S = 3; NI = 2.5; U = 0)	O	S	NI	U	O	S	NI	U	O	S	NI	U	O	S	NI	U
	f. Gives directions in a clear, concise manner		3	2.5	0										3	2.5	0
	g. Uses appropriate questioning techniques		3	2.5	0										3	2.5	0
	h. Uses students' responses/amplifies/gives feedback		3	2.5	0										3	2.5	0
	i. Uses praise appropriately		3	2.5	0										3	2.5	0
	j. Checks for comprehension during instruction		3	2.5	0										3	2.5	0
	k. Holds students accountable for and gives appropriate feedback on seatwork/homework		3	2.5	0										3	2.5	0
	l. Circulates and assists students during seat work		3	2.5	0										3	2.5	0
	m. Demonstrates enthusiasm when presenting content		3	2.5	0										3	2.5	0
	n. Uses effective traditional and alternative assessment procedures that provide for individual, ethnic and cultural differences of students	6	3	2.5	0					6	3	2.5	0				
	o. Uses supportive data to arrive at a grade or indication of student progress and uses technology to manage systems of instruction, record keeping, and reporting systems where appropriate and available		3	2.5	0										3	2.5	0
ENTER SECTION TOTAL PTS (MAX 60)																	

V.	CLASSROOM MANAGEMENT (Point values: O = 6; S = 3; NI = 2.5; U = 0)	O	S	NI	U	O	S	NI	U
	a. Establishes and maintains standards for acceptable student behavior	6	3	2.5	0	6	3	2.5	0
	b. Maintains instructional momentum	6	3	2.5	0	6	3	2.5	0
	c. Stops misconduct using effective, appropriate techniques		3	2.5	0		3	2.5	0
	d. Exhibits consistency when dealing with student behavior		3	2.5	0		3	2.5	0
	e. Enhances and maintains students' self-esteem	6	3	2.5	0	6	3	2.5	0
	f. Monitors students to remain on task		3	2.5	0		3	2.5	0
	g. Uses and maintains equipment and classroom properly		3	2.5	0		3	2.5	0
ENTER SECTION TOTAL PTS (MAX 30)									

DATE OF SELF-EVALUATION: _____ SIGNATURE OF TEACHER: _____

OVERALL EVALUATION RATINGS: O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

Instructional personnel are expected to meet or exceed satisfactory standards in every aspect of their performance and to strive to achieve outstanding ratings in all appropriate competencies. The score of achieving all "Satisfactory" ratings is 108 and is the minimum expected standard for all teachers.

EVALUATION RATING
OVERALL "O" ≥ 137.0
OVERALL "S" = 97.5 – 136.5
OVERALL "NI" = 86.5 – 97.0
OVERALL "U" ≤ 86.0

GRAND TOTAL
 (CIRCLE ONE RATING)
 O S NI U

VI. EVALUATOR'S COMMENTS AND/OR SUGGESTIONS: (additional pages allowed)

VII. TEACHER'S COMMENTS AND/OR SUGGESTIONS: (additional pages allowed)

Signature of Evaluator: _____ Date: _____
 Signature of Teacher: _____ Date: _____

DISTRIBUTION: FALL: Original to teacher; copy to site file. SPRING: Original to Personnel Services, copies to teacher and site file.
 SB34800
 Rev 7/2007

APPENDIX A–6: HILLSBOROUGH NEW OBSERVATION RUBRIC

CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)

<i>Performance rating</i>				
	Requires Action (0 points)	Developing (1 points)	Accomplished (2 points)	Exemplary (3 points)
Domain 1: Planning and Preparation <i>(Domain weight: 20%)</i>				
1a. Demonstrating Knowledge of Content and Pedagogy (Component weight: 4%)	The teacher's <u>plans and practice</u> display little knowledge of the <u>content</u> , prerequisite relationships between different aspects of the content, or the <u>instructional practices</u> specific to that discipline.	The teacher's <u>plans and practice</u> reflect some awareness of the <u>important concepts in the discipline</u> , prerequisite relationships between them, and the <u>instructional practices</u> specific to that discipline.	The teacher's <u>plans and practice</u> reflect solid knowledge of the <u>content</u> , prerequisite relationships between important concepts, and the <u>instructional practices</u> specific to that discipline.	The teacher's <u>plans and practice</u> reflect extensive knowledge of the <u>content</u> , the structure of the discipline and <u>instructional practices</u> . The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Knowledge of content and the structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy				
1b. Demonstrating Knowledge of Students (Component weight: 4%)	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, learning levels / styles, language proficiencies, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, learning levels / styles, language proficiencies, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels / styles, language proficiencies, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels / styles, language proficiencies, interests, and special needs from a variety of sources, and attains this knowledge of individual students.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs				
1c. Setting Instructional Outcomes (Component weight: 2%)	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. The teacher develops general student achievement goals for her or his class OR does not develop a goal at all.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. The teacher develops measurable student achievement goals for her or his class	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. The teacher develops measurable student achievement goals for her or his class that are aligned to content standards.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. The teacher develops ambitious and measurable student achievement goals for her or his class that are aligned to the content standards.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Value, sequence, and alignment Clarity Balance Suitability for diverse learners				
1d. Demonstrating Knowledge of Resources and Technology (Component weight: 2%)	The teacher demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them.	The teacher seeks out resources and technology (as available) in and beyond the school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and to provide for students who need them.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Resources and technology for classroom use Resources and technology to extend content knowledge and pedagogy Resources and technology for students				

CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)

					<i>Performance rating</i>																			
					Requires Action <i>(0 points)</i>	Developing <i>(1 points)</i>	Accomplished <i>(2 points)</i>	Exemplary <i>(3 points)</i>																
1e. Designing Coherent Instruction (Component weight: 4%)	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p> <p>The teacher does not plan units by identifying the content standards that his or her students will master in each unit OR does not articulate well-designed essential questions for each unit.</p>				<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p> <p>Based on the annual student achievement goal, the teacher plans units by using 2 of the 4 practices: 1) identifying the content standards that his or her students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) employing backward design in structuring units; and 4) allocating an instructionally appropriate amount of time for each unit.</p>				<p>The teacher coordinates knowledge of content, of students, and of content, with students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p> <p>Based on the annual student achievement goal, the teacher plans units by using 3 of the 4 practices: 1) identifying the content standards that his or her students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) employing backward design in structuring units; and 4) allocating an instructionally appropriate amount of time for each unit.</p>				<p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p> <p>Based on the annual student achievement goal, the teacher plans units by using all 4 practices: 1) identifying the content standards that his or her students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) employing backward design in structuring units; and 4) allocating an instructionally appropriate amount of time for each unit.</p>				<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<p><i>Elements include:</i> <i>Learning activities</i> <i>Instructional materials and resources</i> <i>Instructional groups</i> <i>Lesson and unit structure</i></p>																							
1f. Designing Student Assessments (Component weight: 4%)	<p>The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>				<p>The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and / or inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>				<p>The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p>				<p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. The teacher may have adapted assessment for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>				<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<p><i>Elements include:</i> <i>Congruence with instructional outcomes</i> <i>Criteria and standards</i> <i>Design of formative assessments</i> <i>Use for planning</i></p>																							

CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)

<i>Performance rating</i>					
		Requires Action (0 points)	Developing (1 points)	Accomplished (2 points)	Exemplary (3 points)
Domain 2: The Classroom Environment <i>(Domain % of evaluation score: 20%)</i>					
2a. Creating an Environment of Respect and Rapport (Component weight: 5%)	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	<input type="checkbox"/>
<i>Elements include:</i> Teacher interaction with students Student interactions with other students					
2b. Establishing a Culture for Learning (Component weight: 5%)	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little or no student pride in work and no evidence that students believe that they can succeed if they work hard.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, little evidence that students believe they can succeed if they work hard, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture of learning in which everyone shares a belief in the importance of the subject and the belief that students can succeed if they work hard. All students hold themselves to high standards of performance—for example, by initiating improvements to their work.	<input type="checkbox"/>
<i>Elements include:</i> Importance of the content Expectations for learning and achievement Student pride in work					
2c. Managing Classroom Procedures (Component weight: 2.5%)	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	<input type="checkbox"/>
<i>Elements include:</i> Management of instructional groups Management of transitions Management of materials and supplies Performance of noninstructional duties Supervision of volunteers and paraprofessionals					
2d. Managing Student Behavior (Component weight: 5%)	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. The teacher does not reinforce positive behavior. The teacher does not address off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has significant negative impact on the learning of students in the class.	It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. The teacher reinforces positive behavior. The teacher addresses some off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has some negative impact on the learning of students in the class.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students. The teacher strategically reinforces positive behavior. The teacher addresses most off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has little negative impact on the learning of students in the class.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. The teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture. The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has no negative impact on the learning of students in the class.	<input type="checkbox"/>
<i>Elements include:</i> Expectations Monitoring of student behavior Response to student misbehavior					

**CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)**

<i>Performance rating</i>				
	Requires Action (0 points)	Developing (1 points)	Accomplished (2 points)	Exemplary (3 points)
2e. Organizing Physical Space (Component weight: 2.5%)	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. The teacher uses technology skillfully, as appropriate to the lesson.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Safety and accessibility Arrangement of furniture and use of physical resources				

CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)

<i>Performance rating</i>				
	Requires Action <i>(0 points)</i>	Developing <i>(1 points)</i>	Accomplished <i>(2 points)</i>	Exemplary <i>(3 points)</i>
Domain 3: Instruction <i>(Domain % of evaluation score: 40%)</i>				
3a. Communicating with Students (Component weight: 9%)	The teacher has an inadequate presence in the classroom. The teacher ineffectively develops students' understanding of the objective by not communicating it, OR teacher does not have a clear objective, OR teacher's lesson does not connect to the objective.	The teacher has a solid presence in the classroom. The teacher effectively develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson and 2) connecting the objective to prior knowledge.	The teacher has a solid presence in the classroom. The teacher effectively develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; and 3) explaining the importance of the objective.	The teacher has a dynamic presence in the classroom. The teacher effectively develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; 3) explaining the importance of the objective; and 4) referring to the objective at key points during the lesson.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Expectations for learning Directions and procedures Explanations of content Use of oral and written language				
3b. Using Questioning and Discussion Techniques (Component weight: 9%)	The teacher checks for understanding of content, but misses nearly all key moments and does not get an accurate pulse of the class's understanding from most checks; the teacher does not check for understanding. The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. The teacher never responds to students' correct answers by probing for higher-level understanding in an effective manner.	The teacher checks for understanding of content, but misses several key moments and gets an accurate pulse of the class's understanding from most checks such that the teacher has enough information to adjust subsequent instruction if necessary. Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher rarely responds to students' correct answers by probing for higher-level understanding in an effective manner. The teacher's attempts to engage all students in the discussion are only partially successful.	The teacher checks for understanding of content, but misses one or two key moments and gets an accurate pulse of the class's understanding from almost every check such that the teacher has enough information to adjust subsequent instruction if necessary. Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. The teacher sometimes responds to students' correct answers by probing for higher-level understanding in an effective manner. All students participate in the discussion, with the teacher stepping aside when appropriate.	The teacher checks for understanding of content at all key moments and gets an accurate pulse of the class's understanding from every check such that the teacher has enough information to adjust subsequent instruction if necessary. Questions reflect high expectations and are culturally and developmentally appropriate. The teacher frequently responds to students' correct answers by probing for higher-level understanding in an effective manner. Students formulate many of the high-level questions and ensure that all voices are heard.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Quality of questions Discussion techniques Student participation				
3c. Engaging Students in Learning (Component weight: 9%)	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent and is appropriately paced.	Students throughout the lesson are highly intellectually engaged in significant learning and make material and relevant contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Activities and assignments Grouping of students Use of instructional materials, resources and technology (as available) Structure and pacing				

CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)

<i>Performance rating</i>				
	Requires Action <i>(0 points)</i>	Developing <i>(1 points)</i>	Accomplished <i>(2 points)</i>	Exemplary <i>(3 points)</i>
3d. Using Assessment in Instruction (Component weight: 9%)	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. The assessments provide students with multiple ways to demonstrate mastery.	Assessment is routinely used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. The assessments provide students with multiple ways to demonstrate mastery and multiple opportunities during the unit to demonstrate mastery.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress				
3e. Demonstrating Flexibility and Responsiveness (Component weight: 4%)	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' needs. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. The teacher does not re-teach .	The teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. In response to student progress data, the teacher re-teaches , as appropriate.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. In response to student progress data, the teacher 1) re-teaches , as appropriate, and 2) modifies long-term plans , as appropriate.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. In response to student progress data, the teacher 1) re-teaches , as appropriate, 2) modifies long-term plans , as appropriate, and 3) modifies practice , as appropriate.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Lesson adjustment Response to students Persistence				

CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)

<i>Performance rating</i>				
	Requires Action <i>(0 points)</i>	Developing <i>(1 points)</i>	Accomplished <i>(2 points)</i>	Exemplary <i>(3 points)</i>
Domain 4: Professional responsibilities <i>(Domain % of evaluation score: 20%)</i>				
4a. Reflecting on Teaching (Component weight: 3%)	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate , citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Accuracy Use in future teaching</i>				
4b. Maintaining Accurate Records (Component weight: 3%)	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray , resulting in errors and confusion.	The teacher's system for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective .	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective . Students contribute to the maintenance of these systems.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include: Student completion of assignments Student progress in learning Noninstructional records</i>				
4c. Communicating with Families (Component weight: 4%)	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate . The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. However, communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program as appropriate.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include: Information about the instructional program Information about individual students Engagement of families in the instructional program</i>				
4d. Participating in a Professional Community (Component weight: 3%)	The teacher avoids participating in a professional community or in school and district events and projects; rarely collaborates with colleagues, and relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked, makes some effort to collaborate with colleagues, and relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with / coaches others through difficult situations, and assumes a leadership role among the faculty.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include: Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects</i>				
4e. Growing and Developing Professionally (Component weight: 3%)	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The teacher accepts , with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of needs and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include: Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession</i>				

**CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)**

<i>Performance rating</i>				
	Requires Action (0 points)	Developing (1 points)	Accomplished (2 points)	Exemplary (3 points)
4f. Showing Professionalism (Component weight: 4%)	The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher fails to comply with school and district regulations and time lines. The teacher has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with school staff.	The teacher strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies minimally with school and district regulations, doing just enough to get by. The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision. He or she responds appropriately to and acts upon feedback. He or she works cooperatively with school staff most of the time.	The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum of supervision. The teacher helps members of school community understand and adhere to these professional obligations, responds well to and acts upon feedback and works cooperatively with school staff.	The teacher consistently adheres to standards for professional conduct and overall performance requirements; including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum of supervision. The teacher helps members of school community understand and adhere to these professional obligations. He or she actively seeks, responds well to and acts upon feedback. Community, families, and students are aware that the teacher models the values of respect, honesty and integrity. The teacher works cooperatively with school staff and actively encourages colleagues to do so.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Elements include:</i> Integrity and ethical conduct Service to students Advocacy Demonstrates logical thinking and makes practical decisions Attendance Punctuality Compliance with school and district regulations				

**APPENDIX A–7:
EAGLE COUNTY PROFESSIONAL
PRACTICES RUBRIC**

Instructional Plans

This Indicator and Domain are evaluated over time (multiple observations/lessons being observed).

Planning instruction encompasses decisions based on the district standards combined with knowledge of the disciplines taught, research-based professional practices, and the students who are to learn the curriculum. — Paula Rutherford

<p style="text-align: center;">Exemplary – 5</p> <p style="text-align: center;">Descriptors are met thoroughly and have significant impact on student learning.</p>	<p style="text-align: center;">Professional – 3</p> <p style="text-align: center;">Descriptors are met effectively and impact student learning.</p>	<p style="text-align: center;">Unsatisfactory – 1</p>
<ul style="list-style-type: none"> • The format of the standards-based instructional plans includes: review, introduction, presentation, activity, and closure. • Instructional plans include <i>all five</i> of the following components: <ul style="list-style-type: none"> • Content that <ul style="list-style-type: none"> - Connects to previous learning and other powerful ideas - Is broken down into the concepts and vocabulary to be learned • Activities and materials that <ul style="list-style-type: none"> - Support the learning objective(s) - Provide students with choices - Are relevant to students’ lives • Grouping size, compositions, and tasks that <ul style="list-style-type: none"> - Maximize opportunities for student practice, student interaction, and for students to learn from each other - Hold students accountable for group <i>and</i> individual work • Questioning that is <ul style="list-style-type: none"> - Varied - Sequenced to the learning objective(s) - Purposeful and coherent • Differentiated instruction that <ul style="list-style-type: none"> - Varies content, process, and product • <i>Instructional plans are observable and utilized.</i> 	<ul style="list-style-type: none"> • The format of the standards-based instructional plans includes: review, introduction, presentation, activity, and closure. • Instructional plans include four of the following components: <ul style="list-style-type: none"> • Content that <ul style="list-style-type: none"> - Connects to previous learning and other powerful ideas - Is broken down into the concepts and vocabulary to be learned • Activities and materials that <ul style="list-style-type: none"> - Support the learning objective(s) - Provide students with choices - Are relevant to students’ lives • Grouping size, compositions, and tasks that <ul style="list-style-type: none"> - Maximize opportunities for student practice, student interaction, and for students to learn from each other - Hold students accountable for group <i>and</i> individual work • Questioning that is <ul style="list-style-type: none"> - Varied - Sequenced to the learning objective(s) - Purposeful and coherent • Differentiated instruction that <ul style="list-style-type: none"> - Varies content, process, and product 	<ul style="list-style-type: none"> • The format of the standards-based instructional plans does not include: review, introduction, presentation, activity, or closure. • Instructional plans do not include the following components: <ul style="list-style-type: none"> • Content that <ul style="list-style-type: none"> - Connects to previous learning and other powerful ideas - Is broken down into the concepts and vocabulary to be learned • Activities and materials that <ul style="list-style-type: none"> - Support the learning objective(s) - Provide students with choices - Are relevant to students’ lives • Grouping size, compositions, and tasks that <ul style="list-style-type: none"> - Maximize opportunities for student practice, student interaction, and for students to learn from each other - Hold students accountable for group <i>and</i> individual work • Questioning that is <ul style="list-style-type: none"> - Varied - Sequenced to the learning objective(s) - Purposeful and coherent • Differentiated instruction that <ul style="list-style-type: none"> - Varies content, process, and product

Assessment Plans

This Indicator and Domain are evaluated over time (multiple observations/lessons being observed).

Effective assessment can motivate the unmotivated, restore the desire to learn, encourage students to keep learning and ultimately increase student achievement. — Richard Stiggins

<p style="text-align: center;">Exemplary – 5</p> <p style="text-align: center;">Descriptors are met thoroughly and have significant impact on student learning.</p>	<p style="text-align: center;">Professional – 3</p> <p style="text-align: center;">Descriptors are met effectively and impact student learning.</p>	<p style="text-align: center;">Unsatisfactory – 1</p>
<p>Assessment plans:</p> <ul style="list-style-type: none"> • Are aligned with state content standards and instructional plans. • Have a clear desired student performance outcome. • Include a variety of formative measures aligned to the learning objective(s). • Include summative measures. • <i>Include goal setting</i> and documentation of student progress toward state content standards. • <i>Are observable and utilized to inform instruction.</i> 	<p>Assessment plans:</p> <ul style="list-style-type: none"> • Are aligned with state content standards and instructional plans. • Have a clear desired student performance outcome. • Include a variety of formative measures aligned to the learning objective(s). • Include summative measures. • Include opportunities for goal setting and documentation of student progress toward state content standards. 	<p>Assessment plans:</p> <ul style="list-style-type: none"> • Are not aligned with state content standards. • Do not have a clear student performance outcome. • Do not include a variety of formative measures aligned to the learning objective(s). • Do not include summative measures. • Do not include goal setting. • Are not observable or utilized to inform instruction.

Standards and Objectives

This Indicator is evaluated based on a snapshot in time (lesson observed).

Establishing and communicating a specific learning objective is essential to direct student learning and to measure student progress.

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<ul style="list-style-type: none"> • The standards-based learning objective(s) is specific, measurable, <i>demanding</i>, and meaningful. • The teacher communicates, displays, and <i>references</i> the learning objective(s) <i>throughout the lesson</i>. • The teacher <i>thoroughly</i> communicates the purpose of the learning objective(s). • The teacher makes the desired student performance outcome <i>thoroughly</i> clear to <i>all</i> students. • The lesson <i>is focused</i> on a limited set of skills and/or knowledge selected to help students reach the learning objective(s). • There is evidence that most students demonstrate mastery of the learning objective(s). 	<ul style="list-style-type: none"> • The standards-based learning objective(s) is specific, measurable, and meaningful. • The teacher communicates and displays the learning objective(s). • The teacher communicates the purpose of the learning objective(s). • The teacher makes the desired student performance outcome clear to most students. • The lesson is mostly focused on a limited set of skills and/or knowledge selected to help students reach the learning objective(s). • There is evidence that most students demonstrate mastery of the learning objective(s). 	<ul style="list-style-type: none"> • The standards-based learning objective(s) is not specific, measurable, demanding, or meaningful. • The learning objective(s) is not communicated. • The purpose of the learning objective(s) is not communicated. • Expectations for student performance are unclear. • The lesson is not focused on a limited set of skills or knowledge selected to help students reach the learning objective(s). • There is evidence that few students demonstrate mastery of the learning objective(s).

Presenting Instructional Content

This Indicator is evaluated based on a snapshot in time (lesson observed).

The teaching and learning process is the interaction between the teacher and the students with the content. An effective teacher delivers instruction so that the learners are actively engaged with the content.

Exemplary – 5 Descriptors are met thoroughly and have significant impact on student learning.	Professional – 3 Descriptors are met effectively and impact student learning.	Unsatisfactory – 1
<p>The teacher:</p> <ul style="list-style-type: none"> • Previews what will be learned and connects it to previous learning. • Provides visuals to establish the organization of the lesson. • Breaks down the concept to be learned and teaches each part using appropriate, effective strategies and/or tools. • Highlights key concepts and ideas <i>and connects them to other powerful ideas.</i> • Provides for <i>frequent</i> student interactivity with content. • Communicates <i>all</i> essential information, is on topic, and is succinct. • <i>Frequently</i> includes internal summaries during the lesson. • Responds to students’ cues to adjust instruction. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Previews what will be learned and connects it to previous learning. • Provides visuals to establish the organization of the lesson. • Breaks down the concept to be learned and teaches each part using appropriate, effective strategies and/or tools. • Highlights key concepts and ideas. • Provides for student interactivity with content. • Communicates most essential information, is on topic, and is succinct. • Includes internal summaries during the lesson. • Responds to students’ cues to adjust instruction. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Does not preview what will be learned or connect it to previous learning. • Provides ineffective or no visuals to establish the organization of the lesson. • Does not appropriately break down the concept to be learned. • Does not highlight key concepts and ideas or connect them to other powerful ideas. • Does not provide for student interactivity with content. • Communication is off topic. • Includes no internal summaries during the lesson. • Does not respond to students’ cues to adjust instruction.

Learning Activities & Materials

This Indicator is evaluated based on a snapshot in time (lesson observed).

Learning activities and materials must provide coherent, relevant learning experiences that will evoke and develop the desired understandings, promote interest, and lead to excellent performance.

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<p>Activities and materials:</p> <ul style="list-style-type: none"> • Support the learning objective(s). • Generate and sustain student engagement. • Provide opportunities for student-to-student interaction. • <i>Provide students with choices.</i> • <i>Are relevant to students' lives.</i> <p>AND include at least one of the following:</p> <ul style="list-style-type: none"> • Student interactivity with games or game-like materials. • Product creation. • Student use of multimedia. • Student use of technology. • Self-direction. • Self-monitoring. • Student use of resources beyond the school curriculum texts and materials. 	<p>Activities and materials:</p> <ul style="list-style-type: none"> • Support the learning objective(s). • Generate and sustain student engagement. • Provide opportunities for student-to-student interaction. <p>AND include at least one of the following:</p> <ul style="list-style-type: none"> • Student interactivity with games or game-like materials. • Product creation. • Student use of multimedia. • Student use of technology. • Self-direction. • Self-monitoring. • Student use of resources beyond the school curriculum texts and materials. 	<p>Activities and materials:</p> <ul style="list-style-type: none"> • Do not support the learning objective(s). • Does not generate or sustain student engagement. • Do not provide opportunities for student-to-student interaction. <p>AND do not include:</p> <ul style="list-style-type: none"> • Student interactivity with games or game-like materials. • Product creation. • Student use of multimedia. • Student use of technology. • Self-direction. • Self-monitoring. • Student use of resources beyond the school curriculum texts and materials.

Learning Groups

This Indicator is evaluated over time (multiple observations/lessons being observed).

When students are intentionally placed into groups they experience multiple ways of thinking, receive more feedback, and engage in higher levels of discussion and interaction.

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<p>Over the course of multiple observations:</p> <ul style="list-style-type: none"> • Group size, group composition, and group tasks create opportunities for student practice, student interaction, <i>and</i> for students to learn from each other. • Group work requires students to <i>set goals</i>, reflect on the group process, and evaluate their individual learning. • <i>All</i> students perform their responsibilities and are held accountable for <i>both</i> group <i>and</i> individual work. 	<p>Over the course of multiple observations:</p> <ul style="list-style-type: none"> • Group size, group composition, and group tasks create opportunities for student practice, student interaction, or for students to learn from each other. • Group work requires students to reflect on the group process and evaluate their individual learning. • Most students perform their responsibilities and are held accountable for either group or individual work. 	<p>Over the course of multiple observations:</p> <ul style="list-style-type: none"> • Group size, group composition, and group tasks do not create opportunities for student practice, student interaction, or for students to learn from each other. • Group work does not challenge students to set goals, reflect on the group process, or evaluate their individual learning. • Few students perform their responsibilities and are held accountable for group or individual work.

Questioning

This Indicator is evaluated based on a snapshot in time (lesson observed).

When teachers use questions skillfully, they engage their students in an exploration of content.

A teacher’s skill in questioning and in leading discussions makes a powerful contribution to student learning. – Charlotte Danielson

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<ul style="list-style-type: none"> • Questions are varied (remembering, understanding, applying, analyzing, evaluating, creating). • Questions <i>are sequenced</i> with attention to the learning objective(s). • Questions <i>are</i> purposeful and coherent. • Questions <i>frequently</i> require active student responses. • Adequate wait time is <i>consistently</i> provided. • The teacher provides opportunities for students to generate <i>and answer</i> questions relevant to the learning objective(s). • The teacher asks <i>a high frequency of</i> questions to engage students. • The teacher calls on volunteers, non-volunteers, and a balance of students based on race, ability, and gender. 	<ul style="list-style-type: none"> • Questions are varied (remembering, understanding, applying, analyzing, evaluating, creating). • Questions are mostly sequenced with attention to the learning objective(s). • Questions are usually purposeful and coherent. • Questions require active student responses. • Adequate wait time is usually provided. • The teacher provides opportunities for students to generate questions relevant to the learning objective(s). • The teacher asks questions to engage students. • The teacher calls on volunteers, non-volunteers, and a balance of students based on race, ability, and gender. 	<ul style="list-style-type: none"> • Questions are not varied (remembering, understanding, applying, analyzing, evaluating, creating). • Questions are not sequenced with attention to the learning objective(s). • Questions are not purposeful or coherent. • Questions do not require active student responses. • Adequate wait time is rarely provided. • The teacher does not provide opportunities for students to generate questions relevant to the learning objective(s). • The teacher does not ask a high frequency of questions to engage students. • The teacher rarely calls on students.

Academic Feedback

This Indicator is evaluated based on a snapshot in time (lesson observed).

Effective academic feedback tells students where they are on the continuum of mastery, what they are doing right, and next steps to take. It is just-in-time, just-for-me information delivered when and where it will do the most good.

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<p>The teacher:</p> <ul style="list-style-type: none"> • Provides a <i>high frequency</i> of oral and/or written feedback that is timely, academically-focused, corrective/directive, and specific to the learning objective(s). • Circulates to prompt student thinking, assess each student’s progress, and <i>to provide individual feedback</i>. • <i>Intentionally engages students in giving academically-focused, corrective/directive, and specific to the learning objective feedback to one another.</i> 	<p>The teacher:</p> <ul style="list-style-type: none"> • Provides oral and/or written feedback that is timely, academically-focused, corrective/directive, and specific to the learning objective(s). • Circulates to prompt student thinking, assess each student’s progress, and sometimes to provide individual feedback. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Does not provide oral and/or written feedback that is timely, academically-focused, corrective/directive, or specific to the objective. • Does not circulate to prompt student thinking, assess each student’s progress, or provide individual feedback.

Critical Thinking and Problem Solving

This Indicator is evaluated over time (multiple observations/lessons being observed).

The teaching of critical thinking and problem solving enables students to develop mental techniques or abilities that allow them to reason, judge, or formulate thoughts. Teaching thinking skills consists of teaching students how to engage in these behaviors.

Exemplary – 5	Professional – 3	Unsatisfactory – 1
<p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Descriptors are met effectively and impact student learning.</p>	<p>Descriptors are not met.</p>
<p>Over the course of multiple observations, <i>all four</i> thinking/problem solving approaches are intentionally and explicitly taught and utilized.</p> <ul style="list-style-type: none"> • Analytical thinking where students compare/contrast, evaluate/explain, classify/categorize, or draw/justify conclusions. • Practical thinking where students use, apply, and implement concepts and ideas they learned to work on real-life tasks. • Creative thinking where students generate ideas, create, design, and evaluate a final product. • Inquiry-based thinking where students hypothesize, observe, experiment, record, and report results. 	<p>Over the course of multiple observations, three of the thinking/problem solving approaches are intentionally and explicitly taught and utilized.</p> <ul style="list-style-type: none"> • Analytical thinking where students compare/contrast, evaluate/explain, classify/categorize, or draw/justify conclusions. • Practical thinking where students use, apply, and implement concepts and ideas they learned to work on real-life tasks. • Creative thinking where students generate ideas, create, design, and evaluate a final product. • Inquiry-based thinking where students hypothesize, observe, experiment, record, and report results. 	<p>Over the course of multiple observations, the teacher implements few learning experiences that thoroughly teach or utilize any type of thinking/problem solving.</p> <ul style="list-style-type: none"> • Analytical thinking where students compare/contrast, evaluate/explain, classify/categorize, or draw/justify conclusions. • Practical thinking where students use, apply, and implement concepts and ideas they learned to work on real-life tasks. • Creative thinking where students generate ideas, create, design, and evaluate a final product. • Inquiry-based thinking where students hypothesize, observe, experiment, record, and report results.

Differentiated Instruction

This Indicator is evaluated over time (multiple observations/lessons being observed).

Not all students are alike. We must not differentiate *who will learn* what but rather *how we will teach* so that all students have access to, and support and guidance in, mastering the content. –Paula Rutherford

Exemplary – 5 Descriptors are met thoroughly and have significant impact on student learning.	Professional – 3 Descriptors are met effectively and impact student learning.	Unsatisfactory – 1
<p>Over the course of multiple observations, the teacher:</p> <ul style="list-style-type: none"> • Provides differentiated CONTENT according to <i>individual student</i> readiness, interest, and learning profile. • Provides differentiated PROCESS according to <i>individual student</i> readiness, interest, and learning profile. • As appropriate, provides opportunities for differentiated PRODUCT according to <i>individual student</i> readiness, interest, and learning profile. 	<p>Over the course of multiple observations, the teacher:</p> <ul style="list-style-type: none"> • Provides differentiated CONTENT according to groups of students’ readiness, interests, and learning profiles. • Provides differentiated PROCESS according to groups of students’ readiness, interests, and learning profiles. • As appropriate, provides opportunities for differentiated PRODUCT according to groups of students’ readiness, interests, and learning profiles. 	<p>Over the course of multiple observations, the teacher:</p> <ul style="list-style-type: none"> • Does not differentiate CONTENT according to student readiness, interest, or learning profile. • Does not differentiate PROCESS according to student readiness, interest, or learning profile. • Does not differentiate PRODUCT according to student readiness, interest, or learning profile.

Lesson Structure

This Indicator is evaluated based on a snapshot in time (lesson observed).

Time, structure, and routines blend together to create a framework for the effective delivery of a lesson.

Exemplary – 5 Descriptors are met thoroughly and have significant impact on student learning.	Professional – 3 Descriptors are met effectively and impact student learning.	Unsatisfactory – 1
<ul style="list-style-type: none"> • Lesson starts and ends <i>on time</i>. • Lesson structure is coherent and includes these aspects: review, introduction, presentation, activity, and closure. • The teacher provides time <i>throughout the lesson</i> for reflection on what was learned and why. • Procedures and routines are well established, efficient, and demonstrated by <i>all</i> students so that instructional time is maximized. 	<ul style="list-style-type: none"> • Lesson starts and ends somewhat on time. • Lesson structure is coherent and includes these aspects: review, introduction, presentation, activity, and closure. • The teacher provides time for reflection on what was learned and why. • Procedures and routines are well established, efficient, and demonstrated by most students so that instructional time is maximized. 	<ul style="list-style-type: none"> • Lesson does not start and/or end on time. • Lesson structure is not coherent and includes few of these aspects: review, introduction, presentation, activity, closure. • The teacher does not provide time for reflection on what was learned. • Procedures and routines are not well established or efficient.

Academic Expectations

This Indicator and Domain are evaluated over time (multiple observations/lessons being observed).

Having high academic expectations for all students influences the instructional decisions and behavior of the teacher. By believing that all students can achieve, the teacher makes it a practice to behave in ways that communicate those high expectations to every student.

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<ul style="list-style-type: none"> • High and demanding academic expectations are set for every student. • <i>All</i> students are consistently and meaningfully engaged. • <i>All</i> students are encouraged to learn from mistakes. • Learning opportunities are created where <i>all</i> students can experience success. • Most students <i>take initiative and follow through with their own work</i>. • Instructional time is optimized <i>and expectations are set for better performance from every student</i>. 	<ul style="list-style-type: none"> • High and demanding academic expectations are set for every student. • Most students are consistently and meaningfully engaged. • Most students are encouraged to learn from mistakes. • Learning opportunities are created where most students can experience success. • Most students complete their work according to teacher expectations. • Instructional time is optimized. 	<ul style="list-style-type: none"> • High and demanding academic expectations are not set for every student. • Students are not consistently or meaningfully engaged. • Students are not encouraged to learn from mistakes. • Learning opportunities are not created where all students can experience success. • Students do not take initiative or follow through with their own work. • Instructional time is not optimized.

Managing Student Behavior

This Indicator and Domain are evaluated over time (multiple observations/lessons being observed).

Effective classroom management is essentially invisible, because when students are well-behaved and engaged, the focus is on instruction and learning. — Rick Smith

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<p>Students are consistently well-behaved and on task because the teacher:</p> <ul style="list-style-type: none"> • Establishes clear standards of conduct. • Attends to misbehavior quickly, respectfully, and appropriately. • Addresses individual student behavior rather than the entire class and is sensitive to the students’ individual needs. • Uses subtle responses to correct minor disruptions. • Assigns natural and logical consequences. • Overlooks inconsequential behavior when appropriate. • <i>Effectively uses research-based management strategies.</i> 	<p>Students are usually well-behaved and on task because the teacher:</p> <ul style="list-style-type: none"> • Establishes clear standards of conduct. • Attends to misbehavior quickly, respectfully, and appropriately. • Addresses individual student behavior rather than the entire class and is sensitive to the students’ individual needs. • Uses subtle responses to correct minor disruptions. • Assigns natural and logical consequences. • Overlooks inconsequential behavior when appropriate. 	<p>Students are not-well behaved or on task because the teacher does not:</p> <ul style="list-style-type: none"> • Establish clear standards of conduct. • Attend to misbehavior quickly, respectfully, or appropriately. • Address individual student behavior and is not sensitive to the students’ individual needs. • Use subtle responses to correct minor disruptions. • Assign natural and logical consequences. • Overlook inconsequential behavior.

Domain of Learning Environment

Physical Environment

This Indicator and Domain are evaluated over time (multiple observations/lessons being observed).

The physical environment is an important resource for learning and should provide flexibility in organizing students and activities.

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<p>The classroom <i>consistently</i>:</p> <ul style="list-style-type: none"> • Is organized and understandable to <i>all</i> students. • Has supplies, equipment, and resources <i>easily and readily</i> accessible. • Displays relevant student work. • Is arranged to promote individual and group learning. • Is safe and clean. • Displays the state standards. • Displays content-specific references or resources. 	<p>The classroom <i>usually</i>:</p> <ul style="list-style-type: none"> • Is organized and understandable to most students. • Has supplies, equipment, and resources accessible. • Displays relevant student work. • Is arranged to promote individual and group learning. • Is safe and clean. • Displays the state standards. • Displays content-specific references or resources. 	<p>The classroom:</p> <ul style="list-style-type: none"> • Is not organized and understandable to all students. • Does not has have supplies, equipment, or resources easily or readily accessible. • Does not display relevant student work. • Is not arranged to promote individual or group learning. • Is not safe or clean. • Does not display the state standards. • Does not display content-specific references or resources.

Domain of Learning Environment

Respectful Culture

This Indicator and Domain are evaluated over time (multiple observations/lessons being observed).

Creating a positive classroom climate begins with showing respect to one another and leads to a caring and supportive learning environment.

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<p><i>Consistently,</i></p> <ul style="list-style-type: none"> • Interactions between teacher and student are respectful. • Interactions between students are respectful. • Interactions among members of the class reflect warmth, caring, and sensitivity. • Students take pride in their work. • The teacher seeks out the interests and opinions of all students. • The teacher <i>thoroughly</i> reinforces and rewards effort. 	<p><i>Usually,</i></p> <ul style="list-style-type: none"> • Interactions between teacher and student are respectful. • Interactions between students are respectful. • Interactions among members of the class reflect warmth, caring, and sensitivity. • Students take pride in their work. • The teacher seeks out the interests and opinions of all students. • The teacher reinforces and rewards effort. 	<ul style="list-style-type: none"> • Interactions between teacher and student are not respectful. • Interactions between students are not respectful. • Interactions among members of the class do not reflect warmth, caring and sensitivity. • Students do not take pride in their work. • The teacher does not seek out the interests or opinions of students. • The teacher does not reinforce or reward effort.

Domain of Learning Environment

Classroom Procedures

This Indicator and Domain are evaluated over time (multiple observations/lessons being observed).

Procedures are the railroad tracks...content is the train. — Rick Smith

<p>Exemplary – 5</p> <p>Descriptors are met thoroughly and have significant impact on student learning.</p>	<p>Professional – 3</p> <p>Descriptors are met effectively and impact student learning.</p>	<p>Unsatisfactory – 1</p>
<p><i>Consistently, classroom procedures and routines:</i></p> <ul style="list-style-type: none"> • Are explicitly taught, practiced, and understood by students. • Are clear at the beginning, during the middle, and at the end of class, and for special situations. • Are efficient. • Include non-instructional duties. • Require all students to contribute. 	<p><i>Usually, classroom procedures and routines:</i></p> <ul style="list-style-type: none"> • Are explicitly taught, practiced, and understood by students. • Are clear at the beginning, during the middle, and at the end of class, and for special situations. • Are efficient. • Include non-instructional duties. • Require all students to contribute. 	<p><i>Classroom procedures and routines:</i></p> <ul style="list-style-type: none"> • Are not explicitly taught, practiced, and or understood by students. • Are not clear at the beginning, during middle, and at the end of class, or for special situations. • Are not efficient. • Do not include non-instructional duties. • Do not require all students to contribute.

APPENDIX A–8: HOUSTON DECISION-MAKING FRAMEWORK

Staff Management Decision Making Framework

Contract Type	Management Decision Framework Options
Probationary Year 1	<ol style="list-style-type: none"> 1. Probationary contract for year 2 should be issued if: <ul style="list-style-type: none"> • Teacher performance level meets or exceeds expectations, and there is no reason to non-renew. 2. Termination should be proposed if: <ul style="list-style-type: none"> • Another teacher could be hired to better meet the needs of students in the school • Summative Annual Appraisal is below Expectations or Unsatisfactory – for example: <ul style="list-style-type: none"> ○ Poor classroom management practices ○ Poor relationships with students, parents, staff, etc. ○ High rate of unexcused absences and/or instances of tardiness • Other legal reason
Probationary Year 2	<ol style="list-style-type: none"> 1. Probationary contract for year 3 should be issued if: <ul style="list-style-type: none"> • Teacher performance level meets or exceeds expectations, and there is no reason to non-renew <ul style="list-style-type: none"> ○ However, if a teacher has a one-year Running Cumulative Average between 0 and -3.00 in any one subject, a growth plan will be required for the coming year (i.e. team-teaching, mentoring, professional development) 2. Termination should be proposed if: <ul style="list-style-type: none"> • Another teacher could be hired to better meet the needs of students in the school • Summative Annual Appraisal is below Expectations or Unsatisfactory – for example: <ul style="list-style-type: none"> ○ Poor classroom management practices ○ Poor relationships with students, parents, staff, etc. ○ High rate of unexcused absences and/or instances of tardiness ○ If value-added data is available, the teacher has a one-year Running Cumulative Average of -3.00 or lower in any subject for the most recent school year— UNLESS a compelling reason is offered by the Principal and supported by the School Improvement Officer • Other legal reason

Staff Management Decision Making Framework

<p>Probationary Year 3</p>	<ol style="list-style-type: none"> 1. Term contract should be issued if: <ul style="list-style-type: none"> • Teacher performance is above expected levels <ul style="list-style-type: none"> ○ If value-added data is available, the teacher’s Cumulative Running Average is 0 (Zero) or higher for all subjects taught 2. Termination should be proposed if: <ul style="list-style-type: none"> • Another teacher could be hired to better meet the needs of students in the school • Summative Annual Appraisal is below Expectations or Unsatisfactory on any one or more of the Performance Criteria – for example: <ul style="list-style-type: none"> ○ Poor classroom management practices ○ Poor relationships with students, parents, staff, etc. ○ High rate of unexcused absences and/or instances of tardiness ○ If available, for any subject the teacher has a -2.00 or lower Running Cumulative Average based on a 2-running average or a Running Cumulative Average of -3.00 or lower for the most recent school year if only one year of data is available—UNLESS a compelling reason is offered by the Principal and supported by the School Improvement Officer • Other legal reason 3. Optional Probationary contract for year 4 may be issued if: <ul style="list-style-type: none"> ○ The teacher has a Running Cumulative Average based on 2-years of value added data between 0 and -2 for any subject or based on 3-years of value added data between 0 and -3.00 in any one subject AND the principal presents a compelling reason and it is supported by the School Improvement Officer ○ A growth plan is required for all teachers receiving a Year 4 Probationary Contract (i.e. team-teaching, mentoring, professional development)
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Staff Management Decision Making Framework

Probationary Year 4

1. Term contract should be issued if:
 - Teacher performance meets standards
 - If value-added data is available, the teacher has a Cumulative Running Average of 0 (Zero) or higher for all subjects taught
 - Teacher performance meets standards
 - BUT, if value-added data is available, for any one subject the teacher has a Running Cumulative Average of greater than -1.00 but less than a 0 (Zero) based on a 3-year running average **or** a Running Cumulative Average of greater than -2.00 or less than a 0 (Zero) based on a 2-year running average **or** a Running Cumulative Average of greater than -3.00 but less than a 0 (Zero) for the most recent school year if only one year of data is available **AND** the principal presents a compelling reason and it is supported by the School Improvement Officer
 - A growth plan is required for all teachers receiving a Term Contract that have value added scores below 0. (i.e. team-teaching, mentoring, professional development)
2. Termination should be proposed if:
 - Another teacher could be hired to better meet the needs of students in the school
 - Summative Annual Appraisal Below Expectations or Unsatisfactory – for example:
 - Poor classroom management practices
 - Poor relationships with students, parents, staff, etc.
 - High rate of unexcused absences and/or instances of tardiness
 - If value-added data is available, the teacher has a -1.00 or lower Running Cumulative Average based on a 3-year running average **or** a -2.00 or lower Running Cumulative Average based on a 2-year running average **or** a Running Cumulative Average of -3.00 or lower for the most recent school year if only one year of data is available—**UNLESS** a compelling reason is offered by the Principal and supported by the School Improvement Officer
 - Other legal reason

Staff Management Decision Making Framework

<p>Term</p>	<ol style="list-style-type: none"> 1. Contract should continue if: <ul style="list-style-type: none"> • Teacher performance meets or is above expected levels <ul style="list-style-type: none"> ○ But, if a teacher has a Running Cumulative Average that is regressive (i.e. Less than 0) in any one subject, a growth plan is required (i.e. team-teaching, mentoring, professional development) • There is no other compelling reason to terminate the contract 2. Termination should be proposed if: <ul style="list-style-type: none"> • Unsatisfactory performance on one or more of the 34 criteria as part of the district's evaluation system for teachers.
<p>Continuing</p>	<ol style="list-style-type: none"> 1. Contract should continue if: <ul style="list-style-type: none"> • Teacher performance meets or is above expected levels <ul style="list-style-type: none"> ○ But, if a teacher has a Running Cumulative Average that is regressive (i.e. Less than 0) in any one subject, a growth plan is required (i.e. team-teaching, mentoring, professional development) • There is no other compelling reason to terminate the contract. 2. Termination should be proposed if: <ul style="list-style-type: none"> • Unsatisfactory performance on one or more of the 34 criteria as part of the district's evaluation system for teachers.

APPENDIX A–9: HILLSBOROUGH TEACHER SUMMARY SHEET

SCHOOL

Teacher Summary Worksheet TE-0309 6/22/10

Employee ID	Employee Name	Status	Hire Date	Adj Hire Date	Out Of Field	Years Teaching	Tenure Status	Pay for Perf
		AA			NO	23	TS-01	Y

Certifications			Assignments			
Skill Source	Cert Description	Renew Date	Job Code	Level	Assignment	ETE
PR	Earth Space Sci (6-12)	6/30/15	10426	3	Supl, SubjArea Ldr 901 or more	1
PR	Earth-Space Science (6-12)	6/30/15	10623	1	Comprehensive Science	1
PR	Educational Leadership	6/30/15				
PR	Education Leadership (All Leve	6/30/15				
PR	Gifted	6/30/15				
PR	Gifted Endorsement	6/30/15				
PR	MG Gen Science (5-9)	6/30/15				
PR	Middle Grades Endorsement	6/30/15				
PR	Middle Grades Endt	6/30/15				
PR	Middle Grades General Science	6/30/15				

MAP Group Award Status			
MAP Group	MAP Group Description	Percentile	Award
M1SCIENCE	Title 1 Middle - Science	99.26	Y

Employee Student Discipline		
Discipline Id	Discipline Short Description	Discipline Count

Support Training Course*	
Clinical Education	NO
Preparing New Educators Program	YES

*These fields include only those trainings completed after 7/01/2006

Annual Evaluation		
Scheduled Date	Review Type	Eval Score
Actual Eval Date	Reviewer Name	MAP Percentile(max)

Attendance	
Attendance from 7/01/2009 to 06/21/2010	
	Total Hours
Professional Duty Elsewhere	192
Sick-Own Illness	72
Total	264

IPDP Goals and Objectives

Goal:
80% of my Advanced/Honors students will score at or above 80% on the Quarter 1 Post-test that will be given October 29, 2009.

Objectives:
I will increase my ability to develop and deliver inquiry investigations with an increase in Rigor and Relevance.
I will increase my knowledge in developing lessons that support the NGSSS and are inquiry in nature.

Activities:
Participate in the LIMSS Grant for the 2009-2010 school year. Meeting 10/15, 11/19, 1/9, 2/10, 3/27, 4/28.
Participate in the PROMISE Grant for the 2009-2010 school year. Meeting 10/10, 11/7, 3/13, 4/3.
Participate in the MISSI Initiative to learn how to develop Curriculum Investigations connected to the NGSSS.

Reading Objectives:
I will increase my knowledge of Reading Strategies that can will support content based reading.

Reading Activities:
I will participate in a Kagan workshop which will be facilitated by our Reading Coach in Feb. 2010. I will incorporate at least one new strategy per week in my science lessons.

Recent In-Service (within the last 12 months)						
Component	Component Title	ID	Course Title	Begin	End	Points
2.408.043	Advancement via Individual Determination (AVID)	26954	AVID Site Team - Adams	8/12/09	6/11/10	11
7.507.011	Leadership Development for Teachers	30017	MS Science Subject Area Leader Training 09-1	8/12/09	6/7/10	29
1.015.013	Middle School Science	29688	LIMSS	6/5/10	6/5/10	6
7.507.046	DataWise for Instructional Personnel	29434	Orientation to Data Wise for Instructional Perso	5/18/10	5/18/10	6
7.507.046	DataWise for Instructional Personnel	29433	Orientation to Data Wise for Instructional Perso	5/17/10	5/17/10	6

WINDY HILLS SCHOOL

Component	Component Title	ID	Course Title	Begin	End	Points
1.015.013	Middle School Science	28999	LIMSS	5/12/10	5/12/10	7
1.015.013	Middle School Science	28010	LIMSS	3/27/10	3/27/10	6
1.015.026	NGSSS: Science	28409	PROMISE Scientific Theories Spring Follow up	2/20/10	3/13/10	12
1.015.013	Middle School Science	27524	LIMSS	2/13/10	2/13/10	6
1.015.013	Middle School Science	26786	LIMSS	1/9/10	1/9/10	6
1.015.013	Middle School Science	25900	LIMSS	11/19/09	11/19/09	7
1.015.026	NGSSS: Science	27741	Scientific Theories Follow up PROMISE Institut	10/10/09	11/7/09	12
1.015.013	Middle School Science	25405	LIMSS Leadership	10/15/09	10/15/09	6
1.015.013	Middle School Science	24855	LIMSS Leadership	10/3/09	10/3/09	6
7.513.008	Preparing New Educators Program	23206	Support Team UPDATE Training	9/16/09	9/23/09	6
1.015.013	Middle School Science	23800	MS Science PSD Aug.19 @ Adams	8/19/09	8/19/09	8
7.512.005	Effectiveness Training for School Improvement Team	23657	Data Analysis/SIP Plan	8/18/09	8/18/09	6
1.015.026	NGSSS: Science	24559	Scientific Theories PROMISE Institute	7/20/09	7/31/09	60

Student Gains (grades 4-10) for: 20020800 -- M/J COMPRE SCI 2 ADV

Teacher	Adq Gain Math	Math %	Adq Gain Bottom Qt Math	Bottom Qt Math%	Math Total	Adq Gain Rdg	Reading %	Adq Gain Bottom Qt Rdg	Bottom Qt Rdg%	Reading Total
School- [redacted]	92	86.79%	1	100.00%	106	88	83.02%	0	0.00%	106
[redacted]	148	86.05%	2	100.00%	172	133	77.33%	0	0.00%	172
District	4,546	83.26%	312	87.39%	5,460	3,969	72.81%	245	80.59%	5,451

Math and Reading Growth Charts (All grade levels) for: 20020800 -- M/J COMPRE SCI 2 ADV

FCAT Math Growth - Employee

2008 -> 2009	1L	1H	2	3	4	5	NT	Total
1L								
1H			1					1
2				10	1			11
3			2	10	18	2		32
4				4	20	15		39
5					8	15		23
NT				1		1		2
Total			3	25	47	33		108

FCAT Math Growth %- District

2008 -> 2009	1L	1H	2	3	4	5	NT	Total
1L								
1H		55.56%	33.33%					11.11%
2		3.73%	24.84%	47.20%	19.88%	1.86%		2.48%
3		0.69%	6.88%	33.28%	51.80%	6.17%		1.20%
4		0.11%	0.92%	7.78%	54.46%	34.21%	2.06%	0.46%
5				0.37%	16.04%	61.07%	22.30%	0.21%
NT				0.09%	0.99%	28.79%	69.96%	0.18%
Total		0.89%	2.22%	12.00%	32.00%	32.00%	19.56%	1.33%
Total		0.33%	1.82%	7.72%	29.22%	38.03%	22.36%	0.51%

FCAT Reading Growth - Employee

2008 -> 2009	1L	1H	2	3	4	5	NT	Total
1L								
1H								
2		1		3	2			6
3			1	20	18	1		40
4				8	28	8		44
5					8	8		16
NT						2		2
Total	1		1	31	56	19		108

FCAT Reading Growth %- District

2008 -> 2009	1L	1H	2	3	4	5	NT	Total
1L								
1H		12.50%	37.50%	50.00%				7.58%
2		6.06%	21.21%	34.85%	28.79%	1.52%		0.72%
3		2.17%	6.88%	25.72%	56.16%	8.33%		0.88%
4		0.24%	0.76%	9.24%	60.29%	27.00%	1.59%	0.88%
5		0.04%	0.21%	1.35%	26.42%	58.51%	13.09%	0.38%
NT				0.09%	5.26%	47.56%	46.99%	0.09%
Total		0.44%	0.88%	8.33%	33.33%	39.91%	15.79%	1.32%
Total		0.30%	0.98%	5.38%	34.27%	43.18%	15.29%	0.61%

Grades for: QUARTER 2

20020800--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F+		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	44	36.67%	32	26.67%	19	15.83%	22	18.33%	3	2.60%	0	0.00%	0	0.00%	120	2.77
School- [redacted]	62	32.80%	52	27.51%	35	18.52%	34	17.99%	6	3.17%	0	0.00%	0	0.00%	189	2.69
District	2,814	45.45%	1,824	29.46%	957	15.46%	408	6.89%	189	3.05%	0	0.00%	0	0.00%	6,192	3.08

20020805--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F+		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	4	17.39%	2	8.70%	8	34.78%	7	30.43%	2	8.70%	0	0.00%	0	0.00%	23	1.96
School- [redacted]	29	21.32%	18	13.24%	41	30.15%	31	22.79%	17	12.50%	0	0.00%	0	0.00%	136	2.08
District	992	21.35%	1,318	28.37%	1,134	24.41%	684	14.72%	518	11.15%	0	0.00%	0	0.00%	4,646	2.34

Grades for: QUARTER 3

SCHOOL

20020800--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	71	59.17%	26	21.67%	14	11.67%	9	7.50%	0	0.00%	0	0.00%	0	0.00%	120	3.33
School	88	46.32%	46	24.21%	30	15.79%	20	10.53%	6	3.16%	0	0.00%	0	0.00%	190	3
District	2,916	46.07%	1,908	30.14%	965	15.24%	360	5.69%	181	2.86%	0	0.00%	0	0.00%	6,330	3.11

20020805--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	4	18.18%	2	9.09%	6	27.27%	7	31.82%	3	13.64%	0	0.00%	0	0.00%	22	1.86
School	24	17.27%	28	20.14%	27	19.42%	37	26.62%	23	16.55%	0	0.00%	0	0.00%	139	1.95
District	985	20.67%	1,384	29.04%	1,157	24.28%	702	14.73%	538	11.29%	0	0.00%	0	0.00%	4,766	2.33

Grades for: **QUARTER 4**

20020800--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	76	63.87%	30	25.21%	10	8.40%	3	2.52%	0	0.00%	0	0.00%	0	0.00%	119	3.5
School	91	48.86%	49	26.20%	30	16.04%	12	6.42%	5	2.67%	0	0.00%	0	0.00%	187	3.12
District	2,806	44.98%	1,966	31.52%	960	15.39%	360	5.77%	146	2.34%	0	0.00%	0	0.00%	6,238	3.11

20020805--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	5	21.74%	5	21.74%	6	26.09%	5	21.74%	2	8.70%	0	0.00%	0	0.00%	23	2.26
School	28	21.37%	31	23.66%	24	18.32%	34	25.95%	14	10.89%	0	0.00%	0	0.00%	131	2.19
District	982	21.29%	1,324	28.71%	1,199	26.00%	696	15.09%	411	8.91%	0	0.00%	0	0.00%	4,612	2.38

Grades for: **EXAM2**

20020800--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	3.5
School	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	3.5
District	58	80.56%	10	13.89%	4	5.56%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	72	3.75

20020805--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2
School	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2
District	1	2.86%	2	5.71%	6	17.14%	4	11.43%	22	62.86%	0	0.00%	0	0.00%	35	0.74

Grades for: **FINAL2**

20020800--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	81	68.07%	23	19.33%	14	11.78%	1	0.84%	0	0.00%	0	0.00%	0	0.00%	119	3.55
School	100	54.05%	45	24.32%	28	15.14%	6	3.24%	6	3.24%	0	0.00%	0	0.00%	185	3.23
District	3,292	53.12%	1,803	29.09%	794	12.81%	165	2.66%	143	2.31%	0	0.00%	0	0.00%	6,197	3.28

20020805--M/J COMPRE SCI 2 ADV

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	5	21.74%	4	17.39%	8	34.78%	3	13.04%	3	13.04%	0	0.00%	0	0.00%	23	2.22
School	29	22.83%	26	20.47%	35	27.56%	20	15.75%	17	13.39%	0	0.00%	0	0.00%	127	2.24
District	1,147	25.31%	1,456	32.13%	1,108	24.45%	415	9.16%	406	8.96%	0	0.00%	0	0.00%	4,532	2.56

Grades for: **FINAL1**

20020800--M/J COMPRE SCI 2 ADV

20020800--M/J COMPRE SCI 2 ADV

School

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	68	58.67%	26	21.67%	20	16.67%	5	4.17%	1	0.83%	0	0.00%	0	0.00%	120	3.29
District	3,467	56.67%	1,682	27.49%	709	11.58%	149	2.44%	111	1.81%	0	0.00%	0	0.00%	6,118	3.35

20020805--M/J COMPRE SCI 2 ADV

School

	Grade A		Grade B		Grade C		Grade D		Grade F		Grade F*		Grade H		Total	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	GPA
123433	5	21.74%	5	21.74%	8	34.78%	3	13.04%	2	8.70%	0	0.00%	0	0.00%	23	2.35
District	1,245	27.70%	1,464	32.57%	1,034	23.00%	333	7.41%	419	9.32%	0	0.00%	0	0.00%	4,495	2.62

APPENDIX B: SITE DESCRIPTIONS

**APPENDIX B-1:
COLUMBUS CITY SCHOOL DISTRICT
SITE DESCRIPTION**

Columbus City School District Site Description

District Background

Columbus City School District, located in Franklin County, in Columbus, Ohio, is approximately the 76th largest school district in the United States and the largest school district in Ohio (see Exhibit B-1.1 for more information on district and school characteristics). Columbus did not make adequate yearly progress (AYP) in 2008–09 (see Exhibit B-1.2 for proficiency rates on state assessments in reading and mathematics).

History and Current Efforts to Measure Teacher and School Effectiveness

There were several different teacher effectiveness measures concurrently in use in the district. With the state of Ohio’s Race to the Top win, the district anticipated possibly making other changes to measures of teacher effectiveness.

- As of the site visit in July 2010, the district’s official teacher evaluation process was based on as many as six formal observations by an administrator. Administrators rated teachers, using the negotiated evaluation checklist, with eight areas (e.g., pupil relations, teaching performance, and personal characteristics). An overall rating of satisfactory or unsatisfactory was issued.
- Since 2007, the state has provided value-added data at the school and grade level in reading and mathematics to each Ohio school district as part of the state accountability system. These data are generated as a result of a 2003 state law requiring that value-added assessments be incorporated into school performance indexes. At the same time, the Ohio Department of Education worked with the nonprofit organization Battelle for Kids to

Exhibit B-1.1 District Snapshot	
Schools	128
Students	55,000
Teachers	4,000
Student characteristics	Percent of students
Free and reduced-price lunch (FRPL)	74%
English language learners (ELLs)	6%
Students with individualized education programs (IEPs)	16%
Student race/ethnicity	Percent of students
African American	62%
American Indian	<1%
Asian	2%
Hispanic	6%
Multiracial	3%
White	27%

Exhibit B-1.2 District Proficiency Rates in Mathematics and Reading, Grades 3–10, for 2008–09		
Grade	Reading	Math
3rd grade	60%	66%
4th grade	67%	63%
5th grade	53%	44%
6th grade	59%	54%
7th grade	50%	48%
8th grade	49%	42%
9th grade	NA	NA
10th grade	77%	68%

Exhibit reads: In 2008–09, 60 percent of third-graders scored proficient or higher on the state test in reading and 66 percent scored proficient or higher on the state test in mathematics.

Source: <http://ilrc.ode.state.oh.us/Districts/Report.asp?Dssid=26FFE8B5455DB0101D5B2FA632A473B1&desc=D.1.2>
- Proficiency Test Results (District)&str=043802, Columbus City, Franklin County (2008–09).

create a professional development program related to value-added data use. This program, called Project SOAR, was launched in 2002, and assisted 42 school districts across the state. Columbus City School District volunteered to be part of Project SOAR in 2002.

- In 2006, building from its previous work, Battelle for Kids launched the Teachers Connecting Achievement and Progress (TCAP) program to assist participating school districts, including Columbus, with teacher-level value-added analysis. Participating schools in the district (there were approximately 40 as of the time of the site visit) received value-added data in science, social studies, reading and math at grades 3–8. Only teachers and principals received copies of teacher-specific reports, and the district received summary information at the school, grade and subject level. This information was used for professional development conversation and planning purposes.
- Teachers could volunteer for the Performance Advancement System (PAS), in which their effectiveness in applying a particular instructional approach was evaluated. Teachers identified an academic area, selected students to study, applied a particular instructional approach with those students, and monitored their progress using student growth measures. At the end of the semester or year, teachers whose students had gains greater than the district average received a bonus of \$2,500. Teachers with classroom-level value-added reports had their PAS gains calculated through the value-added method; otherwise gains were examined using other district or state assessment data.
- There were additional teacher effectiveness measures used in selected schools in the district. In 2004,⁷ with state support, four schools in Columbus began implementing the Teacher Advancement Program (TAP), which focused on teacher leadership, performance pay, teacher accountability, and professional development. In 2006, the Ohio Department of Education won a Teacher Incentive Fund (TIF) grant, and Columbus was able to expand TAP to additional schools. Due to school closings and reconstitution, in the 2010 through 2011 school year, six schools planned to participate in TAP. TAP schools used a value-added score and observation data to determine performance bonuses. Peers and administrators observed teachers a total of four times per year, using the TAP observation rubric, which is based on the Charlotte Danielson Framework for Teaching. The rubric consisted of a number of different dimensions related to instruction, planning, and the learning environment. Teachers were given a score from 1 to 5: 1 and 2 not proficient, 3 proficient, and 4 and 5 advanced.

Strategies to Improve Equitable Access to Effective Teachers

Columbus officials did not report using teacher effectiveness measures to examine the distribution of effective teachers between high- and low-poverty or high- and low-minority schools. The district had several programs aimed at rewarding or supporting teacher quality in all schools, including support for National Board Certified teachers, a monetary reward for all teachers in schools that meet AYP, an intensive induction program for new teachers and an intervention program for struggling teachers (the Peer Assistance and Remediation Program), and a program for peers to consult on problem areas (instructional rounds). The district also highlighted several programs that targeted certain schools or teachers. One program (through the Teacher Quality Enhancement grant and Teacher Quality Partnership) provided internships to preservice teachers and attempted to place new teachers from the program in high-need schools. Another program provided a \$4,000 stipend for three years to teachers with five years' experience and demonstrated achievement gains (which could be based on a variety of measures, including value-added scores) who move to a struggling school.

⁷ <http://edu.reportcard.state.tn.us/pls/apex/f?p=200:20:3308899578178648::NO>

APPENDIX B-2: EAGLE COUNTY SCHOOL DISTRICT SITE DESCRIPTION

Eagle County School District Site Description

District Background

Eagle County, Colorado, is located in the Rocky Mountains about 100 miles west of Denver. The county has a population of slightly more than 53,000 people, but the district covers a relatively large geographic area. Exhibit B-2.1 shows overall information about student background characteristics in the district, but there are variations among schools, with several schools serving large majorities of ELL and FRPL-eligible students.

The district did not make adequate yearly progress (AYP) in the 2008–09 school year, making that the third year of corrective action status (see Exhibit B-2.2 for proficiency rates on state assessments in reading and mathematics).

History and Current Efforts to Measure Teacher and School Effectiveness

- In Eagle County, teacher effectiveness was measured through observations, as well as student achievement growth.
- A detailed observation rubric was the basis of the teacher evaluation system in Eagle County. Teachers were observed formally at least three times a year (by master teachers, mentor teachers, and an administrator), and the observations were weighted to get an overall score. Eagle County had been using some form of this observation rubric since 2001, when the district adopted the Teacher Advancement Program (TAP). In 2006, the district was awarded a Teacher Incentive Fund (TIF) grant to continue development and implementation of the TAP program. TAP's performance pay component was controversial, and in the spring of 2007, many district leaders left or were asked to resign. An interim superintendent was hired for one year, and a permanent superintendent has been in place since 2008. Since then, the district moved away from the TAP version of the rubric, both adding and condensing elements. These changes were made by a committee including district staff, principals, teachers and union representatives. It was district policy that

Exhibit B-2.1 District Snapshot	
Schools	19
Students	6,007
Teachers	495
Student characteristics	Percent of students
Free and reduced-price lunch (FRPL)	35%
English language learners (ELLs)	35%
Students with individualized education programs (IEPs)	NA
Student race/ethnicity	Percent of students
African American	<2%
American Indian	<2%
Asian	<2%
Hispanic	52%
Multiracial	NA
White	46%

Exhibit B-2.2 District Proficiency Rates in Mathematics and Reading, Grades 3–10, for 2008–09		
Grade	Reading	Math
3rd grade	71%	69%
4th grade	64%	69%
5th grade	68%	62%
6th grade	72%	67%
7th grade	70%	56%
8th grade	68%	57%
9th grade	67%	35%
10th grade	61%	23%

Exhibit reads: In 2008–09, 71 percent of third-graders scored proficient or higher on the state test in reading and 69 percent scored proficient or higher on the state test in mathematics.

Note: Results are reported here for the English version of the test only.

Source: http://www.cde.state.co.us/cdeassess/documents/csap/csap_summary.html#2009.

this rubric be reviewed every two years. Scores from the observation rubric were used to determine salary increases for teachers.

- At the individual teacher level, the district also obtained value-added information. This information was disseminated to schools for use in school improvement and professional development planning.
- At the building level, the district also used value-added data and other measures of student achievement and growth, such as the Colorado Student Assessment Program (CSAP) and American College Testing (ACT) for performance pay purposes.

Strategies to Improve Equitable Access to Effective Teachers

Eagle County did not report using its teacher effectiveness measures to examine the distribution of teachers between high- and low-poverty or high- and low-minority schools, although they were discussing within-school assignment of teachers as a result of a state grant focused on school improvement. The district described policies designed to improve effectiveness in all schools, including hiring strategies, professional development and induction, and the termination of unsatisfactory probationary teachers (on the basis of the district's observation rubric). To attract teachers to high-need schools, the district set up a \$2,500 one-time signing bonus for teachers who took a position at a high-need school. A two-year commitment was required.

APPENDIX B-3: HAMILTON COUNTY SCHOOL DISTRICT SITE DESCRIPTION

Hamilton County School District Site Description

District Background

The Hamilton County School District covers the county’s entire geographical area of 542 square miles and encompasses the city of Chattanooga and surrounding suburban and rural areas. Hamilton County is approximately the 123rd largest school district in the United States and the fifth largest in Tennessee (see Exhibit B-3.1 for more on the characteristics of the district and its students).

In 2008–09 Hamilton County School District did not make adequate yearly progress (AYP). For all students in grades K through 8 in Hamilton County, 89 percent were proficient in math and 90 percent were proficient in reading. For all students in grades 9 through 12 in Hamilton County, 89 percent were proficient in math and 96 percent were proficient in reading.⁸

Exhibit B-3.1 District Snapshot	
Schools	75
Students	39,247
Teachers	2,836
Student characteristics	Percent of students
Free and reduced-price lunch (FRPL)	59%
English language learners (ELLs)	3%
Students with individualized education programs (IEPs)	16%
Student race/ethnicity	Percent of students
African American	33%
American Indian	<1%
Asian	2%
Hispanic	5%
Multiracial	NA
White	59%

History and Current Efforts to Measure Teacher and School Effectiveness

During the site visit, Hamilton County was in the process of making changes to its systems to measure teacher effectiveness and use that data, in part as a result of Tennessee’s Race to the Top (RTT) grant.

- A new measure of teacher practice, based on a new classroom observation framework, was being piloted. Until January 2010, Hamilton County’s teacher evaluation process involved three announced observations and walkthroughs by the principal. There was uniform dissatisfaction with this instrument: Almost everyone received a satisfactory evaluation; there was no inter-rater reliability and no consistency of use. In February of 2010, a consultant presented an idea for a new teacher evaluation rubric, and the superintendent approved the establishment of a steering committee consisting of principals, teachers, union representatives and district leaders to examine the rubric. This committee took the consultant’s rubric and made it the Hamilton County Teacher Performance Rubric. At the same time, the state was assembling a task force to review models of teacher evaluation as part of RTT. Hamilton County received approval from the state’s commissioner of education to pilot this new model. Data from the new rubric were intended to be used for immediate feedback and planning, as well as summative evaluation for individual teachers. The district also reported that they planned to use the data for professional development planning for the district as a whole.
- In addition, through the Tennessee Value-Added Assessment Systems (TVAAS), Hamilton County received value-added data for individual teachers in all schools. While these data were available for use in planning, the district did not use them for a specific purpose.

⁸ <http://edu.reportcard.state.tn.us/pls/apex/f?p=200:20:3308899578178648::NO>

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- As part of the state’s RTT plan, Hamilton County planned to construct a new measure of teacher effectiveness which would combine information based on student achievement growth and observations. Although the relative weights had been established by the state (50 percent to be based on measures of practice, 35 percent on value-added scores and 15 percent on “other”), other details and guidance were still being developed.

Strategies to Improve Equitable Access to Effective Teachers

The district did not report tracking the distribution of effective teachers by school type, although the state has performed such an analysis across all schools in the state and found that there are disparities in the numbers of effective teachers serving low- and high-poverty schools.

The district did not report any current activities specifically focused on increasing the numbers of effective teachers in high-need schools. However, in 2001, as part of the first phase of the Benwood Initiative, a partnership between the district and a local education foundation, the district restaffed a number of low-performing schools and provided incentives for effective teachers (as measured through value-added data) to apply for positions there.

The district did describe a number of initiatives aimed at improving teacher effectiveness in all schools, for example, improving preparation, recruitment and hiring processes. As of summer 2010, the district was planning a “grow your own teachers initiative,” which would identify the top 10 percent of students in Hamilton County schools and recruit them into education programs, with the promise of a job as a teacher. In addition, both the University of Tennessee at Knoxville and the University of Tennessee at Chattanooga were working on alternative route programs and new residency programs for teacher preparation. Hamilton County was also trying to improve the screening and interviewing of candidates, and providing training to principals on writing good job descriptions and interviewing candidates. The county planned to base interviews and selection on the new teacher observation rubric and to work with deans of education schools to inform them about the expectations for teacher candidates.

APPENDIX B-4: HILLSBOROUGH COUNTY PUBLIC SCHOOLS SITE DESCRIPTION

Hillsborough County Public Schools Site Description

District Background

Hillsborough County Public Schools is the eighth largest school district in the United States. The county covers more than 1,000 square miles, encompassing the City of Tampa, as well as surrounding suburbs and rural areas (see Exhibit 1 for more detail on district characteristics).

Among all students, 60 percent scored at or above grade level in reading and 67 percent did so in math. The district did not make adequate yearly progress (AYP) in 2008–09 (see Exhibit 2 for proficiency rates by grade for reading and mathematics).

History and Current Efforts to Measure Teacher and School Effectiveness

Hillsborough County Public Schools was in a time of transition during the site visit, in June 2010, in part due to the state’s Race to the Top (RTT) grant and Hillsborough’s own \$100 million grant from the Bill & Melinda Gates Foundation for Empowering Effective Teachers (EET). The district had several measures of teacher effectiveness in use at the time, and was also in the process of developing new measures.

- At the time of the visit, Hillsborough used a measure of teacher effectiveness based on student achievement growth as one criterion for awarding performance pay bonuses. The other criterion was a score from a checklist observation of teachers. Hillsborough County had a long history of performance pay initiatives, dating back to a system that used portfolios prior to the start of the state’s current Merit Award Program (MAP), which spurred the development of the student achievement measure. Beginning in 1999, a Florida state statute required that districts use their own funding to reward “outstanding performance,” based primarily on student achievement. Hillsborough developed its current system as a result of this law and the state programs that supported them. The district also used funds from a federal Teacher Incentive Fund (TIF) grant to provide additional monetary rewards in high-need schools.

**Exhibit B-4.1
District Snapshot**

Schools	248
Students	191,975
Teachers	13,726
Student characteristics	Percent of students
Free and reduced-price lunch (FRPL)	52%
English language learners (ELLs)	15%
Students with individualized education programs (IEPs)	15%
Student race/ethnicity	Percent of students
African American	22%
American Indian	1%
Asian	3%
Hispanic	28%
Multiracial	6%
White	41%

**Exhibit B-4.2
District Proficiency Rates in Mathematics and Reading, Grades 3–10, for 2008–09**

Grade	Reading	Math
3rd grade	68%	76%
4th grade	72%	73%
5th grade	68%	62%
6th grade	64%	54%
7th grade	63%	59%
8th grade	52%	65%
9th grade	44%	67%
10th grade	38%	70%

Exhibit reads: In 2008–09, 68 percent of third-graders scored proficient or higher on the state test in reading and 76 percent scored proficient or higher on the state test in math.

Source: <http://fcats.fldoe.org/results/default.asp>.

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- The district was also in the process of developing a value-added measure and a new teacher observation rubric. The value-added student achievement measure and the observation measure would be combined to create an overall effectiveness rating, with the achievement measure weighted at 40 percent and the new teacher observation weighted at 60 percent. This comprehensive rating would be used for compensation, tenure, and nonrenewal contract considerations, as well as for determining the professional development needs of teachers. Both the value-added scores and the new observation rubric were rolling out in 2010–11. As of summer 2010, the new compensation system using these effectiveness measures was planned to begin in 2013, when the district would have three years of value-added data.

Strategies to Improve Equitable Access to Effective Teachers

Hillsborough did not report using its teacher effectiveness measures to examine the distribution of teachers between high- and low-poverty or high- and low-minority schools. The district described several programs to reward and improve teacher effectiveness in all schools, such as the MAP awards and incentives for National Board Certified teachers. In addition, the district had several policies in place to try to get high-quality teachers to work in high-poverty schools, such as special hiring policies and additional monetary awards for teachers in the highest poverty schools, which it has designated Renaissance Schools.

APPENDIX B-5: HOUSTON INDEPENDENT SCHOOL DISTRICT SITE DESCRIPTION

Houston Independent School District Site Description

District Background

The Houston Independent School District is the seventh largest district in the United States and the largest in Texas. The boundaries of the district include the city of Houston and extend to the greater Houston area (see Exhibit 1 for more details on district and student characteristics).

Across all groups in grades 3 to 11, 84 percent of students were proficient on the Texas statewide reading test; 74 percent were proficient on the statewide mathematics test. The district did not make adequate yearly progress (AYP) in 2008–09 (see Exhibit 2 for proficiency rates, by grade, on state assessments in reading and mathematics).

History and Current Efforts to Measure Teacher and School Effectiveness

At the time of the site visit, Houston used a value-added measure of teacher effectiveness, largely for performance pay purposes, but was considering additional changes to its measures of teacher effectiveness, which could involve development of a new observation system or additional uses of value-added data.

- Since 2007, the Houston Independent School District has used campus- and teacher-level value-added teacher effectiveness data to award performance bonuses to teachers, administrators, and other staff through the Accelerating Student Progress Increasing Results and Expectations (ASPIRE) Award program (with funding partly provided through a federal TIF grant). The district also reported that the data were used for professional development planning and identifying mentors and coaches. In addition, value-added data were made a possible criterion for termination decisions.
- Houston used the state of Texas' standard teacher evaluation process called the Professional Development and Appraisal System (PDAS), which included at least one classroom observation

**Exhibit B-5.1
District Snapshot**

Schools	296
Students	200,225
Teachers	12,829
Student characteristics	Percent of students
Free and reduced-price lunch (FRPL)	81%
English language learners (ELLs)	31%
Students with individualized education programs (IEPs)	9%
Student race/ethnicity	Percent of students
African American	28%
American Indian	<1%
Asian	3%
Hispanic	61%
Multiracial	NA
White	8%

**Exhibit B-5.2
District Proficiency Rates in
Mathematics and Reading,
Grades 3–10, for 2008–09**

Grade	Reading	Math
3rd grade	85%	82%
4th grade	82%	86%
5th grade	79%	84%
6th grade	86%	74%
7th grade	78%	74%
8th grade	89%	72%
9th grade	82%	57%
10th grade	83%	57%

Exhibit reads: In 2008–09, 85 percent of third-graders scored proficient or higher on the state test in reading and 82 percent scored proficient or higher on the state test in math.

Note: Results are reported here for the English version of the test only.

Source: http://www.houstonisd.org/ResearchAccountability/Home/SP_TAKS/Performance%20Reports/2009/HISD%20District%20Summary.pdf.

lasting a minimum of 45 minutes, a summative annual conference, and written documentation regarding job-related teacher performance.

- In 2009–10, the district tried a new approach to measuring teacher effectiveness called the staffing review process (often locally referred to as the “Bucket System”). Using this new method, principals were asked to evaluate various criteria of teacher performance, including the PDAS ratings and value-added data, to rate teachers as (1) Highly Effective, (2) Proficient, (3) Developing, or (4) Low-Performing.

Strategies to Improve Equitable Access to Effective Teachers

The district has analyzed effectiveness data, by school characteristics, and found disparities in effectiveness. A 2010 study by the New Teacher Project for the Houston Independent School District found that schools with more than 75 percent of students eligible for FRPL had a smaller percentage of effective teachers, as measured by value-added data, compared with schools with 75 percent or less FRPL.

In order to improve teacher effectiveness in all schools, the district had policies to increase the selectivity in hiring, use effectiveness data for termination decisions and prevent ineffective teachers from transferring. The district also had a mentoring and induction program for all new teachers. In addition, the district highlighted a specific new initiative targeting low-performing schools (the Effective Teacher Pipeline Project), which attempted to identify effective teachers and relocate them in clusters to low-performing schools. Teachers who agreed to transfer received a \$10,000 stipend for two years.

APPENDIX C: STUDY METHODS

Study Methods

AIR staff worked with the five study districts to plan visits lasting approximately two days per district, to speak with district and school-level staff. Site visit teams, consisting of two AIR staff, reviewed district websites prior to the visits to learn about initiatives in the districts. From approximately May through August 2010, AIR staff visited the five districts to obtain detailed information from district-level staff and union representatives, as well as principals from four schools. We spoke to each respondent regarding

- How the district’s approach to measuring teacher quality was being implemented from the perspective of the district, school leaders and teachers
- How the district, school leaders, and teachers were using the information provided by the measures, with a special focus on schools serving disadvantaged students

Interviews focused on the characteristics of the new measures of teacher quality, interviewees’ views of the measures, how they were being used (including successes and challenges), what they were learning from the new measures and what results they had observed. Interviews took about one hour each and were recorded. Documents were also collected both before and during site visits. Analysis of these interviews and extant data contributed to site-specific summaries, which were the basis for report writing. These summaries were reviewed by participating districts for accuracy.

APPENDIX D: LIST OF RESOURCES

List of Resources

Following are short descriptions of suggested websites that provide additional information about identifying effective teachers, building systems to improve teacher effectiveness and taking targeted actions to improve equitable access to effective teachers.

National Comprehensive Center for Teacher Quality

<http://www.tqsource.org/>

The National Comprehensive Center for Teacher Quality (TQ Center) is a federally funded technical assistance center focused on the quality of teaching—especially in high-poverty, low-performing and hard-to-staff schools. By using the center’s “filter by topic” or “keyword” functions, users can find resources related to teacher effectiveness, teacher evaluation, equitable distribution of teachers, professional development and other relevant topics. The TQ Center provides policy briefs and reviews, research syntheses, interactive tools and workbooks, and other resources.

Center for Educator Compensation Reform

<http://www.cecr.ed.gov/>

The Center for Educator Compensation Reform (CECR) is a federally funded technical assistance center designed to raise national awareness of effective strategies for educator compensation reform. The website serves as the primary online repository for information, tools, and resources to support Teacher Incentive Fund (TIF) grantees in particular. The website also provides brief summaries of TIF grantee projects, as well as other compensation reform projects around the country, research syntheses, and annotated bibliographies, and policy briefs.

Institute of Education Sciences Regional Education Laboratories

<http://ies.ed.gov/ncee/edlabs>

The Regional Educational Laboratory (REL) program consists of a network of ten laboratories that serve the educational needs of a designated region by providing access to high-quality scientifically valid education research through applied research and development projects, studies, and other related technical assistance activities. Using the REL Lookup feature, users can search for publications related to teacher effectiveness and equitable distribution of effective teachers. RELs produce information on policies in use in their regions, as well as large-scale rigorous research studies.

The Consortium for Policy Research in Education

<http://cpre.wceruw.org/>

The Consortium for Policy Research in Education (CPRE) comprises seven universities in partnership to conduct research on education reform, policy, and finance. The University of Wisconsin CPRE website includes case studies on teacher compensation and links to resources on teacher evaluation. The main CPRE website, at <http://www.cpre.org>, provides additional research reports and policy briefs on teacher quality and compensation.

National Center on Performance Incentives

<http://www.performanceincentives.org>

The National Center on Performance Incentives (NCPI) is a federally funded center designed to investigate the effects of financial incentives for teachers, administrators and schools on the quality of teaching and learning. NCPI’s work involves a series of rigorous research initiatives, including randomized field trials and evaluations of existing pay-for-performance programs. Resources available include reports of large-scale research and evaluation projects, as well as policy briefs related to performance incentives.



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