

EXCELLENCE FOR ALL

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## **Empowering Effective Teachers**

PITTSBURGH PUBLIC SCHOOLS

# Education Committee Update

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October 2, 2012

5:30 – 7:00pm

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# October 2 Education Committee Meeting Agenda

## We will:

### Reconnect to what we already know.

- To accelerate student learning we have to improve teaching.
- To improve teaching we have to be able to understand it.

### Spotlight progress in...

- Describing effective teaching in PPS, and
- Collaborating to advance student learning.

### And leave with three key takeaways.

1. We now have ways to understand and respond to differences in teacher effectiveness.
2. Teachers are using this information to improve results for students.
3. The hardest work is still in front of us, and we need your help.

## *Effective teachers are the #1 school-based factor for improving student outcomes.*

A teacher's effectiveness has more impact on student learning than any other factor under the control of school systems, including class size, school size, and the quality of after-school programs.<sup>[1]</sup>

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

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



“We know a good teacher can increase the lifetime income of a classroom by over \$250,000. A great teacher can offer an escape from poverty to the child who dreams beyond his circumstance.”

*—President Obama, State of the Union Address, January 24, 2012*

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

## ***Takeaway #1: We now have ways to understand and respond to differences in teacher effectiveness.***

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

In the last three years, we have adopted new tools that identify differences in teacher effectiveness, and provide useful information to improve teaching.

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

### **What tools do we now use to understand teacher effectiveness?**

- **RISE (Research-based inclusive system of evaluation)**
- **VAM (Value-added measures)**
- **Tripod (Student survey)**

With these tools in place, PPS is ahead of the curve.

This summer, with the passage of Act 82 of 2012, Pennsylvania joined at least 24 other states that require measures of student achievement as part of teacher evaluation.<sup>[1],[2]</sup>

Starting in 2013-14, teacher evaluation will be based 50% on observation and 50% on student outcomes.

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<sup>[1]</sup> Act 82 of 2012, Signed by Governor Corbett July, 2012

<sup>[2]</sup> 2011 State Teacher Policy Yearbook, National Summary, National Council on Teacher Quality  
[http://www.nctq.org/stpy11/reports/stpy11\\_national\\_report.pdf](http://www.nctq.org/stpy11/reports/stpy11_national_report.pdf)

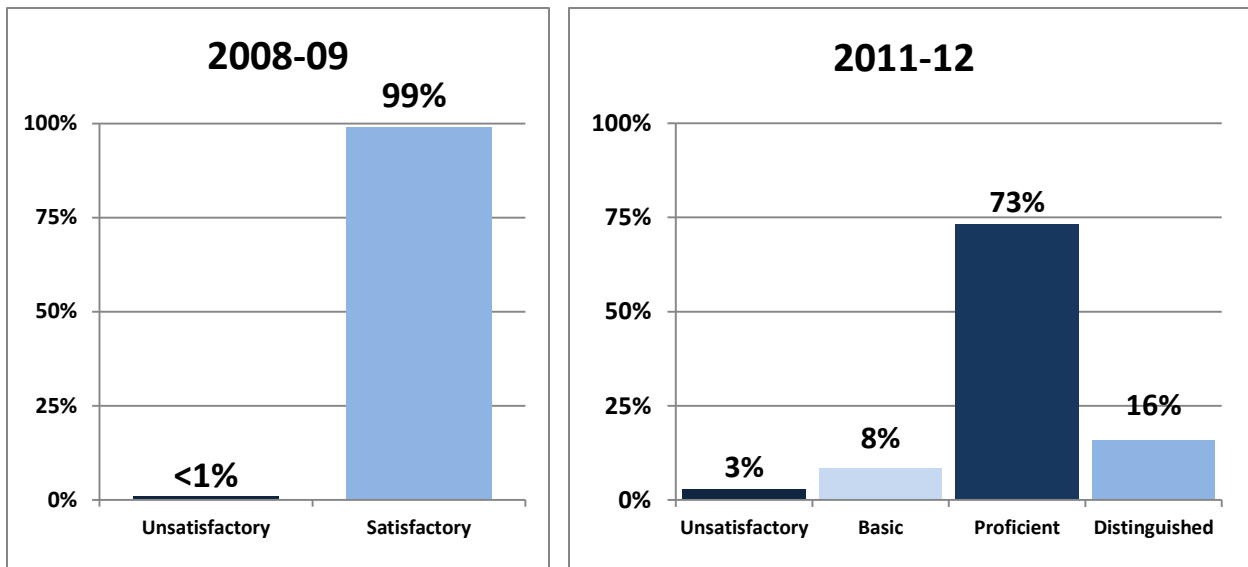
## Research-based Inclusive System of Evaluation (RISE)

Not too long ago, teachers received a single Satisfactory/Unsatisfactory evaluation rating. This failed to provide meaningful information to foster growth, with 99% of teachers being rated as if they were all the same.

Starting in 2010-11, end-of-year ratings have been based on our new observation system, RISE – with those teachers whose practice is currently unsatisfactory working through an Employee Improvement Plan.

We can already see a much more helpful picture of teacher effectiveness, helping to focus professional development and support. In 2011-12, approximately 1,600 teachers received ratings through RISE.

This distribution will continue to change as RISE implementation improves, and other measures are included in teacher evaluation in 2013-14.



### Data Notes:

- In 2008-09, the number of unsatisfactory ratings issued is estimated to be less than 1% of all ratings.
- Data for 2011-12 is preliminary and based on data from September 2012. It includes 1,651 teachers who were teaching in PPS through the 2011-12 school year prior to this summer's workforce reductions and evaluated through RISE or EIP.
- End of year ratings for 2011-12 were based on RISE scores and Employee Improvement Plan ratings.

## Value-added Measures (VAM)

***A student enters the fourth grade on a first grade reading level. With the help of her teacher, she enters fifth grade on a fourth grade reading level. This student may not score Proficient or Advanced on her PSSA, but she improved dramatically. Using value-added measures helps us capture her teacher's impact on her learning.***

In 2011-12, approximately 700 teachers received individual teacher VAM reports.

All teachers received their school's VAM report. This year for the first time, principals and central office staff with a role in facilitating growth will be prepared to see and use value-added and student survey results along with teachers.



## Tripod Student Survey

***“Now that Pittsburgh Public Schools is administering the Tripod student survey, students are able to pat their teachers on the back for a job well done, and give constructive criticism where necessary so the teachers can improve their effectiveness for the following semester or year. Students get great feedback from teachers so it is only natural that students return the favor.”***

– DeAndre Johnson, SciTech Student

### ***Did you know?***

The Tripod student survey asks students to give feedback on “the Seven Cs”: Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate. In national research, Control and Challenge are most strongly correlated with student growth.

In 2011-12, over 50,000 student surveys were administered. Approximately 1,600 teachers were invited to view their Tripod results through a secure web-based system.

## So, what does it mean to be an effective teacher in PPS?

- Most people can think of an extraordinary teacher that had a lasting impact on their life, but what was it that made this teacher so special?
- Through RISE, we began to establish a common language to identify and describe effective teaching.
- Now, we need to continue simplifying and zeroing in on a concise definition of what it means to be an effective teacher in PPS
- Through our work with teachers on RISE, VAM, and Tripod, conferring with national experts such as Dr. Pedro Noguera and Battelle for Kids, and consulting the Measures of Effective Teaching project, Charlotte Danielson's *Framework for Teaching*, our own *Pathways to the Promise* and more, we have developed the following description of an effective teaching in Pittsburgh Public Schools.
- To see how the components of this definition align with the tools that we are using to understand teacher effectiveness in PPS, refer to Appendix D.

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



## ***Takeaway #2: Teachers are using new information and feedback to improve results for students.***

**Having all of this new information is great. *But it is how this information is used that will determine our success.***

### **Using feedback and data to improve teaching**

- 70% of PPS teachers agree that “The RISE evaluation system supports and encourages my professional growth.” (Westat, August 2012)
- Many schools are already using RISE to open classroom doors and facilitate peer-to-peer collaboration.
- Teachers are accessing their Tripod and VAM results to discover opportunities for professional growth, and turning them into action in the classroom.
- As a District, we are aligning supports and professional development to meet the changing needs of our teachers and administrators. We have begun to align supports for teachers, both in-school and online, to help teachers translate their evaluation results into action.

### **Recognizing effectiveness, and empowering teacher leaders**

We’re also using results from our measures to promote teachers into strategic roles that support student growth and to recognize teams and schools for their extraordinary achievements.

- 150 teachers are now working in new **Career Ladder** roles, expanding their impact and working with those students who need them the most.
- The **Rewards and Recognition** program has paid out more than \$1.6 million in awards to recognize and reward teachers based on student performance,<sup>[3]</sup> including the 2011 AYP Award and the Promise-Readiness Corps Cohort Award.

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<sup>[3]</sup> Not including additional compensation for Career Ladder teachers.

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

### **Believe that effective teachers matter. Be an advocate.**

*A 90th percentile teacher in PPS produces on average, a little more than an additional year of learning relative to a 10th percentile teacher. Take two students and put them in two different classrooms, one with a 90<sup>th</sup> percentile teacher and the other with a 10<sup>th</sup> percentile teacher. Now multiply that by several years of school. The difference is years of academic progress.*

### **Sustain reforms in light of budget challenges.**

*It is more critical than ever before that all students graduate college-ready. And we are in the greatest era of competition and accountability that public education has ever seen. In this time of fiscal challenge, we are fortunate to have the supplemental funding that allows us to continue to implement our plan for improving student achievement by focusing on improving teacher effectiveness.*

### **Ensure meaningful use of performance data.**

Using this information will require courage and trust. It will challenge some of the assumptions we have had about who is effective and who needs to improve. And it will present us with tough and controversial decisions. We need your support and leadership as we move to a performance-driven culture where effectiveness is considered in all decisions about who teaches PPS students.

### **Move forward. Together.**

At a time when school districts across the country are focusing on improving teaching, and districts across the Commonwealth are trying to figure out how they will be ready for an entirely new evaluation system in 2013-14, PPS is leading the way. We may not be the first to use new performance information, but we are doing things differently.

For more information on our progress, there are many resources located on the *Empowering Effective Teachers* website ([www.empoweringpittsburghteachers.org](http://www.empoweringpittsburghteachers.org)). We hope you take the time to learn more and reach out to our office with any unanswered questions.

## Appendix A: Budget

Two sources are projected to contribute about \$80M over 6.5 years

School District of Pittsburgh		10/2/2012							
Source: EET / Plan by Funding Source									
REVENUE BY FUNDING SOURCE (\$ millions)									
Calendar Year		2010	2011	2012	2013	2014	2015	2016	TOTAL
<b>Bill &amp; Melinda Gates Foundation</b>	Revenue	\$8.00	\$4.88	\$6.00	\$9.15	\$9.60	\$2.38	\$ -	<b>\$40.00</b>
<b>Teacher Incentive Fund</b>	Revenue	\$ -	\$1.15	\$9.71	\$11.88	\$9.58	\$5.04	\$ -	<b>\$37.36</b>
<b>Total Revenue</b>									<b>\$77.36</b>

**NOTE:** In our original plan, *Empowering Effective Teachers in Pittsburgh Public Schools* (7/31/2009), we estimated the total cost of our effective teaching reforms at \$85M.

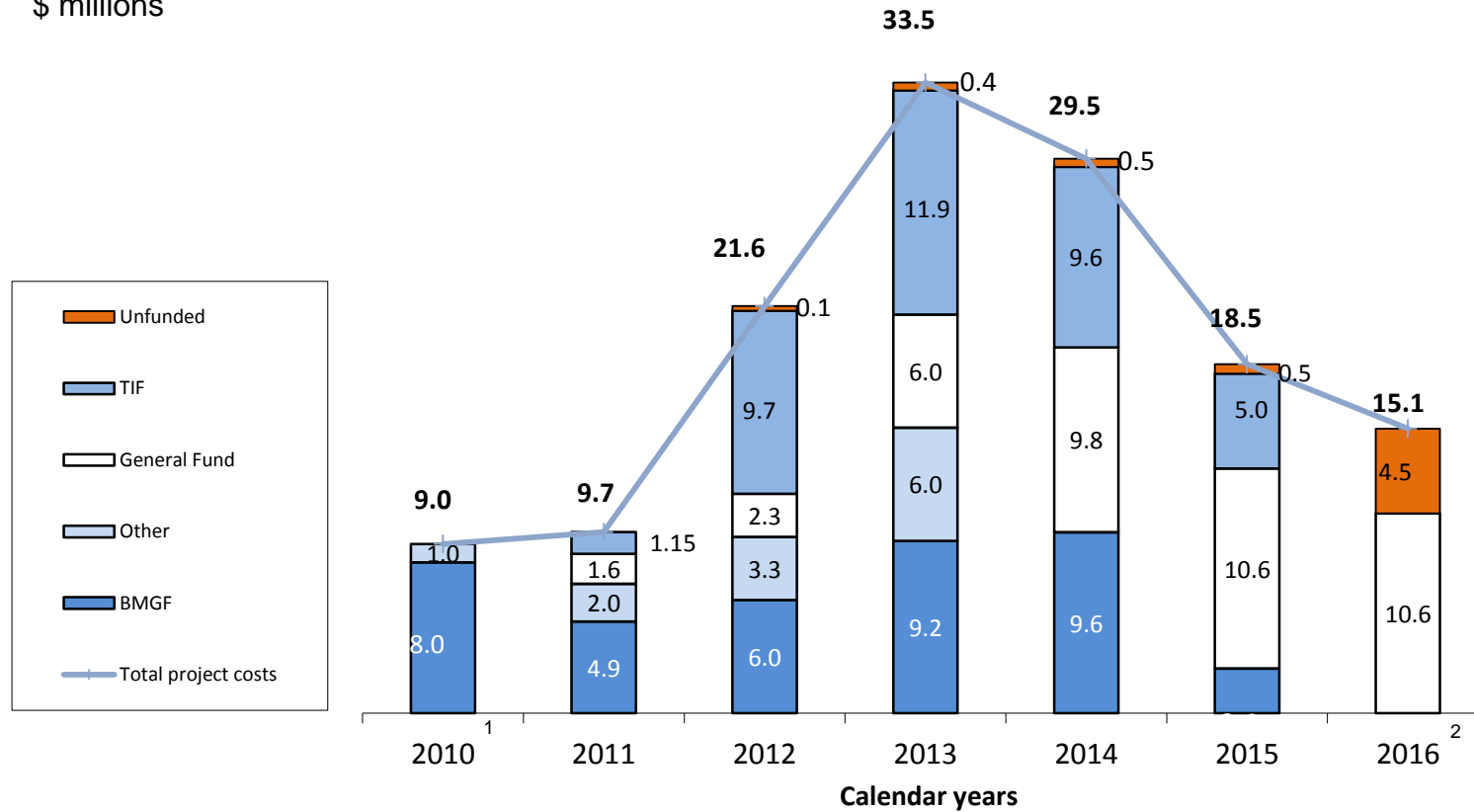
### Grant Funds Support the Start Up of Ongoing Programs

TIF and Gates funds have funded the development of ongoing tools and programs including:

- Value Added Measures
- Research-based Inclusive System of Evaluation (RISE)
- Tripod Student Perception Survey
- Students & Teachers Achieving Results (STAR)
- Career Ladder Roles
- Training and Professional Development

## Projected costs and funding sources of effective teaching reforms

\$ millions



<b>Total Sources</b>	\$ 8.98	\$ 9.61	\$ 21.48	\$ 33.03	\$ 28.98	\$ 18.02	\$ 10.6
<b>Total Project Costs</b>	\$ 8.98	\$ 9.61	\$ 21.60	\$ 33.45	\$ 29.42	\$ 18.52	\$ 15.10
<b>Funding Gap</b>	\$ 0.00	\$ 0.00	\$ 0.12	\$ 0.42	\$ 0.44	\$ 0.50	\$ 4.50

1 Includes December 2009

2 Includes the full year of 2016, although the BMGF grant period terminates June 30, 2016.

## Appendix B: Multiple Measures

### Research-based Inclusive System of Evaluation (RISE)

In 2009, predating the *Empowering Effective Teachers* plan, leaders from the District and Pittsburgh Federation of Teachers (PFT), and approximately 120 teachers and administrators, joined together to create RISE. This new system of evaluating teacher practice is based on the Charlotte Danielson Framework for Teaching.



RISE measures 24 components of effective teaching practice using classroom observation, evidence collection, self-reflection, and supported growth. But the RISE evaluation system does more than evaluate; it fosters teacher learning and promotes continuous growth of professional practice.

As the Empowering Effective Teachers plan evolved, it was crucial to anchor the work in an equitable, fair and rigorous evaluation system. RISE is a powerful and comprehensive tool to ensure that every teacher receives fair and uniform support and feedback to better inform their professional growth. RISE also seeks to create a system of teacher evaluation based on the continual improvement of teaching practice and the value that a teacher adds to student growth over time.

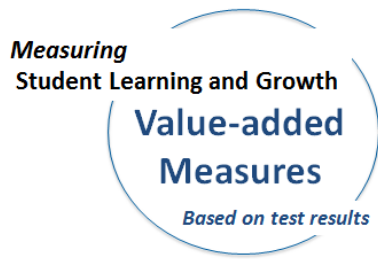
RISE was the first of the District's multiple measures to be designed and implemented District-wide and was initially introduced over a two year period to provide enough time for thoughtful design and testing. In the 2009-2010 school year, 24 schools chose to participate in the pilot of RISE, and in 2010-11, every PPS school implemented RISE.

The RISE framework standardized observation and the collection of objective evidence and brings resources to every teacher through clear, evidence driven indicators of what effective teaching looks like and further fosters a common language between teachers and principals. RISE includes several features:

- Four performance levels: unsatisfactory, basic, proficient, and distinguished.
- Well-defined processes that differentiate novice support and experienced teacher support.
- Tools that support and standardize observations and the collection of objective evidence.
- Multiple protocols to support teachers in improving their practice, including observation-based support and a formalized Supported Growth Project.

To ensure evaluators are able to accurately identify evidence of effective teaching and accurately score this evidence against the RISE Rubric, all District evaluators participate in the Instructional Quality Assurance and Certification (IQA-C) Process.

## Value-added Measures (VAM)



Student performance on standardized tests was traditionally measured by achievement, or the absolute score a student received. If this score was significantly above average, the student's teachers, teams, and schools were considered effective.

But achievement alone fails to identify the teachers, teams, and schools that make significant contributions to their students' academic achievement. Using these tests to measure student learning and growth, instead of achievement, can help to identify these contributions.

As part of its system of multiple measures, PPS collaboratively designed customized value-added measures to quantify teacher, team, and school contributions to the academic growth of the students they teach. Value-added measures are the fairest method available for understanding this impact because they level the playing field for all teachers and schools in a way that other measures are unable to do.

Value-added measures aim to:

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

Currently, classroom observation (RISE) is the only measure being used to reach a teacher's summative (end-of-year) rating. In the future, the District will combine multiple measures to reach this rating. In alignment with recent state legislation (Act 82 of 2012), PPS will implement this summative rating based on multiple measures in 2013-14.

## Tripod Student Survey

The Tripod Student Survey is a tool that measures student perceptions around seven elements of effective teaching: Challenge, Control, Captivate, Care, Clarify, Confer, and Consolidate.

Research is demonstrating that the student voice can help to improve the practice of teachers and schools. In an effort to solicit this feedback and improve student outcomes, PPS is now administering a student perceptions survey across the District.

This tool, refined over a ten year period in a partnership between Cambridge Education and Dr. Ron Ferguson, measures student experience and engagement around seven elements of effective teaching. To date, hundreds of schools and thousands of classrooms in more than twenty-five states have participated.

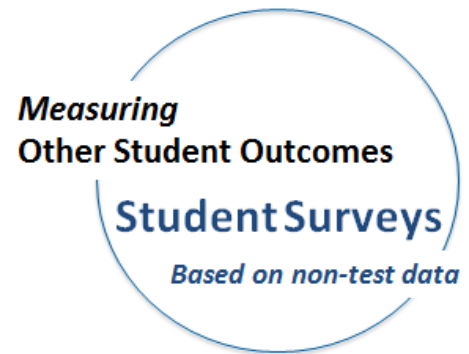
Over the last several years, the District has gradually rolled out the Tripod student survey:

- In 2009-10, approximately 250 Pittsburgh classrooms administered the survey as part of the Measures of Effective (MET) Teaching Project.
- In 2010-11 approximately 50 teachers in the Promise-Readiness Corps administered the survey.
- In 2011-12 the survey was administered twice District-wide. Students in more than 3,400 classrooms provided feedback about their learning experience as PPS elevates student voice as one of multiple measures of effective teaching through the Tripod student survey.

The survey provides valuable information for improving practice in Pittsburgh Public Schools:

- Teachers receive reports that present information in a way that can be used to focus professional growth.
- Students have the opportunity to provide meaningful, structured feedback to their teachers, and reflect on their own engagement in the classroom.
- The District better understands how students experience the classroom, and their level of engagement in learning.

Survey data can also be aggregated to measure the whole school climate. This data can help focus priorities, track improvement, evaluate programs, and make decisions. Currently, classroom observation (RISE) is the only measure being used to reach a teacher's summative (end-of-year) rating. In the future, the District will combine multiple measures to reach this rating. In alignment with recent state legislation (Act 82 of 2012), PPS will implement this summative rating based on multiple measures in 2013-14.



## Appendix C: What we are learning from RISE, VAM, and Tripod

Through RISE, principals are telling teachers that they are strongest in the following components:

- Demonstrating Knowledge of Students
- Creating a Learning Environment of Respect and Rapport
- Demonstrating Knowledge of Content and Pedagogy

Principals are telling teachers they need the most growth in following components:

- Using Questioning and Discussion Techniques
- Reflecting on Teaching and Student Learning
- Designing Ongoing Formative Assessments

The Tripod survey is showing that students are capable observers:

- Students are telling us that ***teachers Challenge them***. Teachers aren't letting students give up when they don't know the answers, encouraging thinking skills, and they asking students to explain their answers.
- Students are telling us that ***teachers need to improve their Control***. Teachers could do better at commanding respect from students, encouraging cooperative behavior, and keeping students on-task.

Here are a few of the things we've learned from value-added measures:

- VAM levels the playing field. There are teachers with high and low VAMs at schools serving all different demographics of students.
- There are teachers with high and low VAMs across all different levels of experience.
- Teachers with the highest VAMs are getting results so significant they could erase achievement gaps between black and white students if accumulated over multiple years.



## Appendix D: Mapping to our measures

This chart maps each characteristic of an effective teacher to one or more of our measures.

Characteristics	Measures
<b>A professional</b>	RISE Domain 4: Professionalism
<b>Knows his or her subject</b>	RISE Domain 1: Planning and Preparation
<b>Teaches it well</b>	<ul style="list-style-type: none"> <li>• RISE Domain 3: Teaching and Learning</li> <li>• Tripod Student Survey</li> </ul>
<b>Inspiring and engaging all students as individuals</b>	<ul style="list-style-type: none"> <li>• RISE Domain 2: The Classroom Environment</li> <li>• RISE Domain 3: Teaching and Learning</li> <li>• Tripod Student Survey</li> </ul>
<b>Accelerating learning</b>	Value-added measures
<b>All students are Promise-Ready</b>	Our ultimate measure of success (Students master academic content, develop behaviors and habits, explore ambitions and dreams)

## Appendix E: TIF Detail

The Teacher Incentive Fund requires an increasing annual commitment of district funds.

School District of Pittsburgh					10/2/2012	
Source: EET / Plan by Funding Source						
Teacher Incentive Fund Revenue & District Match (\$Millions)						
Grant Period	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	TOTAL
Teacher Incentive Fund Revenue	\$1.15	\$9.71	\$11.88	\$9.58	\$5.04	\$37.36
District Match	\$0.00	\$0.77	\$2.23	\$3.35	\$8.20	\$14.55
<b>Total</b>						<b>\$51.91</b>