

## Empowering Effective Teachers

### Pittsburgh Public Schools is focused on teacher effectiveness

**Pittsburgh Public Schools (PPS) recognizes that our students' Promise-Readiness depends on having the most effective teachers in our classrooms.** Effective teachers make a huge impact on student learning in a single school year, and have a lasting effect on students' lives.

**But for too long, all teachers have been treated as if they are the same.** School districts have not been able to measure differences in teacher effectiveness – much less use this information to help teachers improve.

**In fact, PPS teachers knew that their evaluation process was not working.** It was not helping them improve, and it was not accurately reflecting teaching in their schools. Extraordinary teachers were not being recognized, professional development was not supporting individual areas for growth, and ineffective teachers were routinely being told their performance was satisfactory.

*A 90<sup>th</sup> percentile teacher in Pittsburgh Public Schools produces, on average, a little more than a year of additional learning (in one school year of instruction) relative to a 10<sup>th</sup> percentile teacher. – Mathematica Policy Research, Inc.*

**Now, the District and the Pittsburgh Federation of Teachers, including more than 700 teachers and administrators** have developed a new professional growth system, and new ways of using information about teacher effectiveness to grow as professionals, improve student achievement, and better support effective teaching in PPS.



**As a result, PPS is one of a national network of leading districts** becoming increasingly capable of understanding the differences in teacher effectiveness and using this information to drive recruitment, development, evaluation, promotion, recognition, retention, and compensation of effective teachers. This six and half year effort is supported by almost \$90 million in private and public funds.

**With teacher effectiveness in the national spotlight, the country is looking to PPS** to help usher in a new era of public education, one in which effective teaching is paramount to accelerating achievement and reducing racial disparities. **2011-12 marks the 100<sup>th</sup> anniversary of the Pittsburgh Public Schools.** With The Pittsburgh Promise®, continued commitment to Excellence for All, and a strong foundation for increasing teacher effectiveness, dramatically improved student outcomes are within reach, and the next 100 years promise to be different.

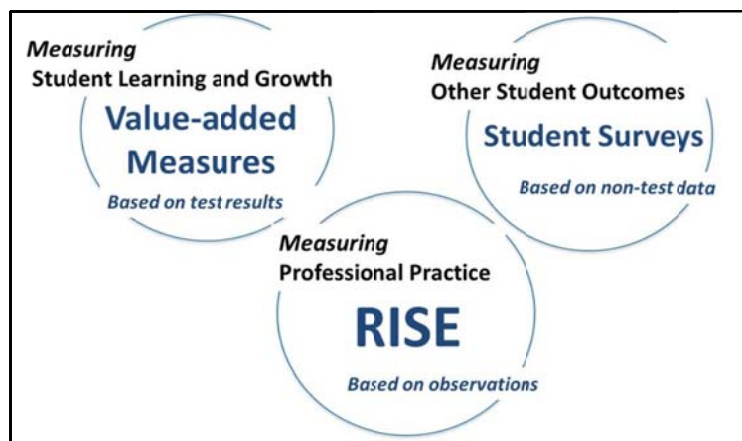
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### PPS has developed multiple measures of effective teaching

**The profession of teaching is changing.** Across the country, classroom doors are opening and teachers are using unprecedented information about their effectiveness to share their successes, and get better at what they do.

For more than three years, PPS teachers and administrators have worked together to find the best available tools for understanding teacher effectiveness, and have adapted these measures to work in Pittsburgh.

Thanks to their hard work, Pittsburgh **Public Schools is one of few districts with three new measures of teacher effectiveness** that, together, are beginning to produce robust and accurate information about teacher effectiveness.



Anchoring this system is **RISE** (Research-based Inclusive System of Evaluation), a new process of observation, evidence collection and supported growth developed in 2009-10. **Value-added measures** and the **Tripod student survey** complement RISE by measuring the impact of teachers' practice in improving student outcomes.

As a result of the District's progress in developing multiple measures of effective teaching, in June 2012 about 90% of the District's classroom teachers will have results from at least two measures of effective teaching. And about 40% of PPS teachers will have results from all three of the District's new measures.

**These new tools are showing that the differences between the District's most effective and least effective teachers are significant.** In fact, a 90th percentile teacher in Pittsburgh Public Schools produces, on average, a little more than a year of additional learning (in one school year of instruction) relative to a 10th percentile teacher.

The most effective teachers in PPS produce gains in student achievement that, if accumulated over several years without decay, could erase achievement gaps between black and white students, or between Pittsburgh students and statewide averages.

Through this system of multiple measures, PPS has established a strong foundation for fostering teacher growth and ensuring that, like other professionals who are responsible for peoples' lives, PPS teachers have a better path for career growth, advancement, recognition and reward.