Empowering Effective Teachers in the Pittsburgh Public Schools

Education Committee Update
January 10, 2012
It’s Working.

3,200 Pittsburgh Public School graduates have benefited from The Pittsburgh Promise®
Year 3 of 7: Human Capital Transformation

Strong progress made in developing a fair and comprehensive professional growth system that provides information based on **multiple measures** to drive:

- Recruitment
- Development
- Evaluation
- Promotion
- Recognition
- Retention
- Compensation
Transforming Human Capital

- Restructured HR Department is responding better to needs of schools, and playing a strategic role in District transformation

- HR team is integrating data from various data systems to create tools for visualizing and understanding the profile of our workforce to inform staffing, recruitment, retention, development, promotion, and compensation
Multiple measures of teacher effectiveness

- Measuring Professional Practice: RISE (Based on observations)
- Measuring Student Learning and Growth: Value-added Measures (Based on test results)
- Measuring Other Student Outcomes: Student Surveys (Based on non-test data)
Using multiple measures to foster professional growth

<table>
<thead>
<tr>
<th>Professional Growth and Development</th>
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<td><strong>Past (prior to 2009-10):</strong></td>
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<td>Teachers report that evaluation is not meaningful, or useful for professional growth. Support to teachers is not effectively differentiated.</td>
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<td><strong>Present (2011-12):</strong></td>
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<td>Through RISE, teachers report value from increased feedback/support and are using common language to improve practice.</td>
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<td><strong>Future:</strong></td>
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<td>Professional development system is aligned with evaluation results, and differentiated to create a streamlined system of continuous improvement.</td>
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## Using multiple measures to improve teacher evaluation

<table>
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<tr>
<th>Evaluation</th>
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<td><strong>Past (prior to 2010-11):</strong>&lt;br&gt;Simple satisfactory/unsatisfactory rating. Less than 15% of teachers strongly agree that “Teacher evaluation in my building is rigorous and reveals what is true about teachers' practice.”</td>
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<tr>
<td><strong>Present (2011-12):</strong>&lt;br&gt;Based on 12 power components of RISE (Professional Practice only). In 2011, nearly 4/5 (78%) of educators report that teacher evaluations at their school are consistent.*</td>
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<td><strong>Future:</strong>&lt;br&gt;In anticipated alignment with State, we will implement a summative rating based on multiple measures (Student Learning and Growth &amp; Other Student Outcomes) for 2013-14.</td>
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*Source: Teaching and Learning conditions survey conducted by The New Teacher Center. 93% of licensed educators and paraprofessionals completed this survey in May 2011.*
### Using multiple measures to reward and recognize effectiveness

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<tr>
<th>Promotion and Placement</th>
<th>Past: Limited leadership opportunities for teachers not linked to evidence of effectiveness</th>
<th>Present: 94 teachers in new promotional roles based selected through rigorous process</th>
<th>Future: In 2012-13 using multiple measures for 1st time in selection of career ladder teachers (e.g. PRCs and introduction of 4th new role – ITL2) Turnaround Teachers moved to 2013-14.</th>
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<td>Rewards and Recognition</td>
<td>Past: Less than 50% of PPS teachers say that District does a good job of recognizing and rewarding their hard work in growing student achievement. Compensation driven by years of experience and degree attainment.</td>
<td>Present: Significant awards in place at District, School, Team and Individual level based on contribution to Student Learning and Growth. Completed payout of AYP award, are calculating PRC cohort award, promoting STAR. VIEW moved to 2013-14.</td>
<td>Future: New salary schedule links career earnings directly to evidence of effectiveness based on multiple measures.</td>
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We are on the right track, and we must continue to lead the way

• As state and federal policy moves on teacher effectiveness, PPS is considered to be a leader in this work
  • Consistent with the expectations of our grant, PPS is sharing best practices and key learnings with policymakers and other Districts
• New research is quantifying the impact of teaching on student learning, and validating our approach to measuring effectiveness
  • Students assigned to teachers with higher value-added results are more likely to attend college, earn higher salaries, save more money, and not get pregnant as teenagers. These impacts are substantial.
  • “Combining the measures created the strongest indicator of effective teaching—one that was able to distinguish teaching practice that is associated with much greater learning gains.”

SOURCES:
• Gathering Feedback for Teaching, p.29, Measures of Effective Teaching (MET) project, ©2012 Bill & Melinda Gates Foundation
In the 4th quarter of 2011 we undertook a strategic planning process

Factors necessitating revisiting the Empowering Effective Teachers plan:

- Over last two years, overall district context changed, particularly in fiscal outlook, necessitating reallocation of funds accordingly.

- Teacher Academy, its Residents, and dependent programs, were eliminated as of June 2011.

- Since Plan’s inception, lessons have been learned that helped us better understand priorities.
The results of our planning process will inform next steps

We recognize the need to:

• Better develop and support school leaders ability to support, assess and grow effective teaching practice

• Strengthen each measure in our professional growth system

• Build our performance management capacity both centrally and in schools

• Improve alignment and deepen implementation

• Improve organizational culture and change management
In this time of fiscal challenge, we are fortunate to have supplemental funding that allows us to continue our cutting edge work – to implement a comprehensive plan for dramatically improving student achievement in Pittsburgh by focusing on improving teacher effectiveness.