



The Pathway to the Promise.™

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

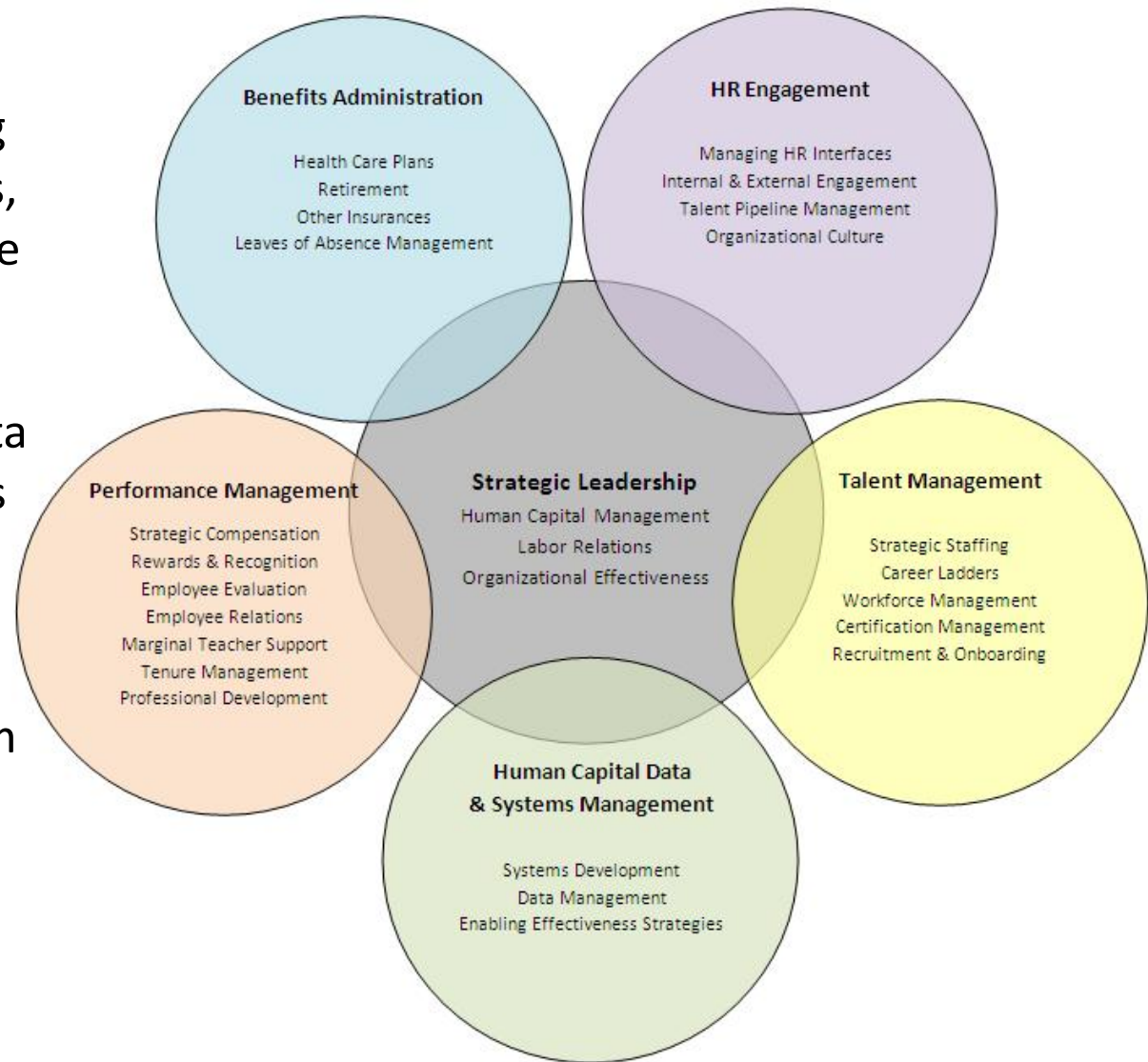
Strong progress made in developing a fair and comprehensive professional growth system that provides information based on **multiple measures** to drive:

- 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

Professional Growth and Development

Past (prior to 2009-10):

Teachers report that evaluation is not meaningful, or useful for professional growth. Support to teachers is not effectively differentiated.

Present (2011-12):

Through RISE, teachers report value from increased feedback/support and are using common language to improve practice.

Future:

Professional development system is aligned with evaluation results, and differentiated to create a streamlined system of continuous improvement.

Using multiple measures to improve teacher evaluation

Evaluation

Past (prior to 2010-11):

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.”

Present (2011-12):

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.*

Future:

In anticipated alignment with State, we will implement a summative rating based on multiple measures (Student Learning and Growth & Other Student Outcomes) for 2013-14.

Using multiple measures to reward and recognize effectiveness

Promotion and Placement

Past: Limited leadership opportunities for teachers not linked to evidence of effectiveness

Present: 94 teachers in new promotional roles based selected through rigorous process

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.



Rewards and Recognition

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.

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.

Future: New salary schedule links career earnings directly to evidence of effectiveness based on multiple measures.

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:

- THE LONG-TERM IMPACTS OF TEACHERS: TEACHER VALUE-ADDED AND STUDENT OUTCOMES IN ADULTHOOD, Raj Chetty and John N. Friedman, Harvard University and NBER, Jonah E. Rockoff, Columbia University and NBER, National Bureau of Economic Research Working Paper No. 17699, December 2011, http://obs.rc.fas.harvard.edu/chetty/va_exec_summ.pdf
- 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.