

THE TEACHING JOB:

Restructuring for
Effectiveness

SECTION 1

Defining and Measuring Effectiveness

PRACTICAL TOOLS
for District Transformation

ANALYSES AND DO-IT-YOURSELF WORKSHEETS

THE TEACHING JOB WORKSHEET SERIES INCLUDES worksheets with step-by-step instructions to help you calculate and measure teaching effectiveness. These analyses can help identify your largest challenges and

greatest opportunities for action. Armed with this knowledge, you will be able to quantify transformational opportunities for your district. This document contains **Section 1.**

GET THE REMAINING WORKSHEETS AT WWW.ERSTRATEGIES.ORG.

Analyses for restructuring teaching effectiveness

	ANALYSIS	WORKSHEET
1. DEFINING AND MEASURING EFFECTIVENESS	Measuring and managing teaching effectiveness	1. Span of review for teacher evaluation 2. District use of teacher evaluation data in human capital decisions
	2. HIRING	3. Percentage of vacancies filled by month 4. Stability of teaching force by school performance
3. INDIVIDUAL GROWTH	Supportive hiring practices Tracking teacher distribution	5. District individual professional development spending by category 6. Unsatisfactory teacher performance by school performance quartile 7. Non-renewal patterns of untenured teachers
	Investing in teacher development Managing poor performers	
4. SCHOOL-BASED SUPPORT	Job and team assignment	8. Incidence of novice teachers and student performance by grade
	Collaborative planning time	9. Teacher collaborative planning and unspecified time
	Expert support and facilitation	10. Coach and lead teacher investment per teacher 11. Teacher-to-coach ratio by school, grouped by AYP status
5. COMPENSATION AND CAREER PATH	Compensation and career path	12. Compensation spending per teacher
	Competitive market salaries and benefits	13. Teacher salary relative to contracted hours
	Differentiated compensation	14. Total possible raises and stipends over a teacher's career

Data checklist

Use this list to gather the data and files you will need to complete the worksheets that follow. Once you have the data you need and know which questions you want to answer, follow the steps identified in the worksheets for the appropriate analyses. You will need:

- District current-year and previous-year human resources files.**
These files will allow you to:
 - a. Characterize teachers by district's measure of effectiveness.
 - b. Determine the number of teachers each principal/assistant principal is responsible for evaluating.

Measuring and managing teaching effectiveness

To improve teaching effectiveness, school leaders and their supervisors need easy access to a **wide variety of data** on teacher effectiveness, support, and assignment, and they need to **use these data to support human capital decisions**, including tenure, professional development and support, school assignment, course load, promotion or assignment of additional responsibility, placement on a performance plan, and dismissal. School and district leaders need access to data in the three areas identified below: how teachers perform relative to clearly defined standards of practice; student outcomes; and contextual factors that influence both student outcomes and the teacher's ability to do his or her job.

Data Required for Effective Human Capital Decisions

Practice vs. Standards

- Instructional practice
- Classroom management
- Student-parent-teacher relationships
- Leadership

Student Outcomes

- Value-added progress
- Accounts for student characteristics (attendance, mobility, suspensions, etc.)
- Accounts for student incoming proficiency
- Calculated at teacher, team, and school levels

Teacher-Specific Context

- Course and student load
- New vs. experienced teacher
- Other responsibilities
- Student data that are not included in outcome calculation (e.g., mobility, risk factors, absences, behavioral issues, etc.)

To improve teaching effectiveness, leaders need easy access to a wide variety of data, and they need to use these data to support human capital decisions.

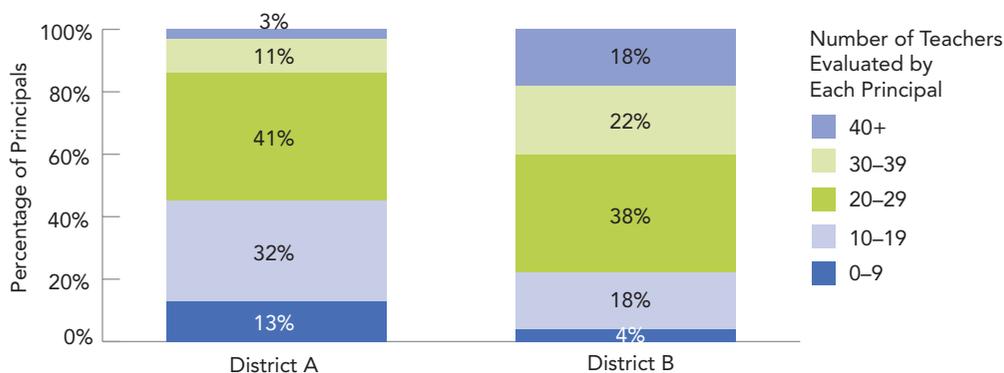
School leaders should be held accountable for leveraging data to evaluate teacher effectiveness and strategically manage teaching staff. To do this they will need sufficient training, support, and time to regularly observe teacher practice and analyze information.

Unfortunately, data from across our partner districts indicate that teachers are not reviewed frequently enough to give their supervisors an accurate and timely picture of their performance. A recent report indicated that, in one large urban district, union contracts require that untenured teachers be evaluated every year and all teachers every other year. However, in practice only half of all teachers were evaluated over a two-year period, and one-quarter of schools had no records of any teachers being evaluated.¹

Evaluations that occur only once every two or three years are not enough to assess teacher performance or to identify what kinds of support each teacher needs to improve his or her practice, what kinds of professional development would be best for each teacher, or how teacher assignment and student load are impacting performance (e.g., is a teacher overloaded? Or could a teacher handle more or different preps?). Struggling teachers in particular need frequent feedback and evaluation if they are to get the support they need to understand and improve their practice. Less formal or intense annual feedback may be appropriate for highly effective teachers, but teachers and their supervisors should at least engage in a discussion of their performance and development plan yearly.

Increasing the frequency of reviews will require additional time and support for evaluators who may already be stretched just to meet the current schedule of evaluations. Figure 1 illustrates the number of teachers that school leaders are responsible for evaluating in two urban districts. More than half of the principals in District A and almost 80% of the principals in District B are responsible for evaluating at least 20 teachers. Almost 15% of principals in District A and 40% in District B must review 30 teachers or more. With these loads, it is unlikely that principals have adequate time to effectively evaluate teachers.

Figure 1: Span of Review for Teacher Evaluation



Even when districts and schools have good evaluation information, they usually use it narrowly, focusing primarily on remediation and dismissal. Figure 2 on the following page illustrates how evaluation data are used in four urban districts with which we've worked.

¹ National Council on Teaching Quality (2010). *Human Capital in Boston Public Schools: Rethinking How to Attract, Develop and Retain Effective Teachers*. Washington, DC (p. 6).

Figure 2: District Use of Teacher Evaluation Data in Human Capital Decisions

Human Capital Decisions	District A	District B	District C	District D
Recruitment and Selection		●		●
School Assignment by District			◐	
Job and Team Assignment by School		◐		◐
Professional Development			◐	
Compensation	◐			
Granting Tenure		◐		◐
Retention				
Layoffs				
Remediation	●	◐		◐
Dismissal	●		◐	

- Evaluation data are a significant factor and are consistently used
- ◐ Evaluation data are marginally a factor or are inconsistently used
- Evaluation data are not a factor

These districts are missing an opportunity to align all aspects of staffing and assignment with good information on teacher strengths and areas for development—information that will help leverage their highest performers and help teachers with strong potential grow into solid contributors.

Worksheet 1: Span of review for teacher evaluation

OBJECTIVE: To understand how many teachers each principal (or school leader) is expected to support and develop in a school year.

SUMMARY OF METRICS

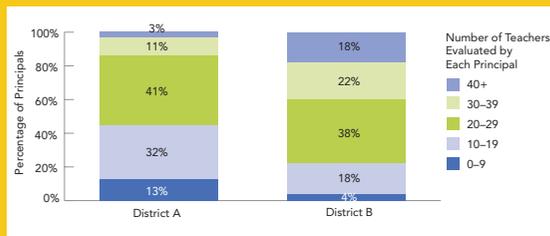
STEP 1: Identify school evaluation practices.

STEP 2: Calculate the number of teachers evaluated by the principal (or other evaluators).

STEP 3: Graph comparison metrics by school.

REMINDER

Figure 1: Span of Review for Teacher Evaluation



STEP 1: Identify school evaluation practices.

1. Determine how teacher evaluation data are collected. This will be done at the central office via the district human resources (HR) file or a report of all teacher evaluations and appropriate evaluator. Or, this will be reported only at each individual school.
 - a. Within this report, ensure there is a field "Evaluator Role" or some other text to signify the role of the evaluator (e.g., principal, assistant principal).

STEP 2: Calculate the number of teachers evaluated by the principal (or other evaluators).

1. Using the teacher evaluation data collected either centrally or by school, determine evaluator span of review.
2. By school, simply count the number of teachers a principal (or other evaluator) evaluated in a given school year. For a more robust analysis, use multiple years of evaluation data for each school, and average the number of teachers assigned to a single principal (or other evaluator).

STEP 3: Graph comparison metrics by school.

1. Construct a bar graph in which:
 - a. Each stack in the bar represents the percentage of principals (or evaluators) for each span of review range.
 - b. Each bar represents 100% of the principals (or evaluators) at each school.

Worksheet 2: District use of teacher evaluation data in human capital decisions

OBJECTIVE: To assess the extent to which your district has incorporated teacher evaluation data into human capital decisions and to identify opportunities to leverage evaluation data more broadly.

SUMMARY OF METRICS

STEP 1: Create a rubric for rating the extent to which teacher evaluation data are incorporated into each human capital decision.

STEP 2: Identify how teacher evaluation data are used for each human capital decision.

STEP 3: Create a table outlining how teacher evaluation data are used for each human capital decision.

REMINDER

Figure 2: District Use of Teacher Evaluation Data in Human Capital Decisions

Human Capital Decisions	District A	District B	District C	District D
Recruitment and Selection		●		●
School Assignment by District			◐	
Job and Team Assignment by School		◐		◐
Professional Development			◐	
Compensation	◐			
Granting Tenure		◐		◐
Retention				
Layoffs				
Remediation	●	◐		◐
Dismissal	●		◐	

● Evaluation data are a significant factor and are consistently used
◐ Evaluation data are marginally a factor or are inconsistently used
 □ Evaluation data are not a factor

STEP 1: Create a rubric for rating the extent to which teacher evaluation data are incorporated into each human capital decision.

1. Develop a list of the human capital decisions in your district that you want to evaluate. Use the list from Figure 2 as a starting point.
2. Identify a rubric that is meaningful for your district leadership. For this chart, we used the following rubric:
 - a. **No circle:** Teacher evaluation data are not a factor.
 - b. **Half circle:** Teacher evaluation data are only marginally a factor or inconsistently used across schools.
 - c. **Full circle:** Teacher evaluation data are a significant factor and are consistently used.

STEP 2: Identify how teacher evaluation data are used for each human capital decision.

1. For each human capital decision, talk with a sample of the human capital decision makers in the district to discern the decision-making process and how teacher evaluation data fit into that process, if at all.
2. Compare the learnings from Step 2.1 with the rubric created in Step 1 to create a rating for each human capital decision.

STEP 3: Create a table outlining how teacher evaluation data are used for each human capital decision.

1. Create a table listing all human capital decisions that you are evaluating and the extent to which they leverage teacher evaluation data.

QUESTIONS TO CONSIDER AND ACTION STEPS

Questions to Consider

1. Has your district defined and adopted standards for teacher practice that are used for evaluation?
2. Does your district measure student outcomes and use these data along with teacher practice information to evaluate teaching effectiveness?
3. Does your district report a rich set of data on teaching effectiveness, support, and assignment that drives human capital decisions?
4. Does your district hold principals accountable for effectively evaluating and supporting teachers?
5. Does your district evaluate each teacher annually for performance? Do principals and other evaluators have small enough spans of review to do this effectively?
6. What would it take to implement a more robust process to gather and report data on teaching effectiveness and use these data to support human capital decisions?

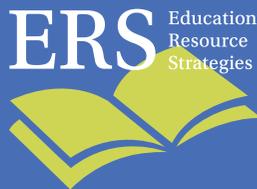
Take Action!

- **Adopt districtwide teaching performance standards to measure teaching effectiveness.** Every district should have clear, transparent, measurable standards for teacher performance. These standards should be developed jointly with teachers and should be grounded in research about what works. They should set a high bar for teacher performance and clearly outline the support teachers will receive if they are not meeting the standards.
- **Invest to develop a robust system to track student progress.** New federal funding guidelines heavily emphasize the use of data to inform decisions about both student progress and teacher effectiveness. Districts need to develop a measure of value-added student progress that can be linked to individual teacher, team, and schoolwide instructional effectiveness. The development of value-added student performance measures is complex, and districts should seek to work with organizations or individuals with proven experience in this area.
- **Invest to develop a comprehensive teacher evaluation system.** Value-added student performance data and clear teaching standards are necessary but not sufficient to build a complete and accurate teacher evaluation system. To strategically manage your teaching force, you need to have an accurate picture of each teacher's performance, strengths, and developmental areas, using multiple kinds of data. Teacher evaluation should also include contextual information around student mobility, teacher course and prep load, and team assignment. In addition, there should be multiple vehicles for gathering teaching effectiveness information, including regular observations, portfolios of teacher and student work, absenteeism, and peer or student feedback.

- **Increase principal and evaluator capacity and accountability.** There is a great deal of discussion about the role of principals as instructional leaders and their need to spend time in the classroom. Despite this discussion and focus, principals often don't know what good teaching looks like because they have not received the appropriate training and support to identify it. Principals should be held accountable for performing timely, effective evaluations and for using evaluations, student outcomes, and other data to make all human capital decisions.
- **Increase the effectiveness of teacher evaluation by bringing more people into the process.** It is nearly impossible in all but the smallest schools for principals to bear sole responsibility for teacher evaluation—and do it well. Rigorous evaluation of teachers takes time, and principals have too many other responsibilities to devote the necessary time. Seek alternative and creative ways to spread out the responsibility. Department heads, lead teachers, assistant principals, and outside observers (e.g., retired principals or teachers), with training and support, can participate in the teacher review process. Peer review can be one way to provide more frequent feedback to teachers. You may need to work with the union if contracts preclude these and other nontraditional ways to give teachers ongoing feedback about their work and gather accurate information about their performance.
- **Develop data systems to collect teacher effectiveness, support, and assignment information and link it to other areas of human capital management.** Your district needs to develop a process for collecting a wide array of data on teacher effectiveness, support, and assignment. But just having the data isn't enough. You need to put systems in place to use these data to support a broad array of decisions. Solid information that draws on multiple measures about teacher performance is essential in identifying poor performers, but,—perhaps more important—it is crucial in improving, recognizing, rewarding, and retaining your top teachers.

ABOUT ERS

ERS is a non-profit organization dedicated to helping urban school systems organize people, time, and money to create great schools at scale.



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