

COMMUNICATIONS POINTS (REVISED) RESPONSE TO LA TIMES SERIES ON EFFECTIVE TEACHERS

COMMUNICATIONS POINTS

- ◆ **Our number one responsibility and number one focus as we move ahead is ensuring that we have an effective teacher in every classroom** and an effective leader in every school.
- ◆ This issue is not new to us. LAUSD already recognized (Long before the LA Times Series) that **we have teachers in the system that could be more effective** and we are working diligently to help those teachers become more effective.
- ◆ To that end, the Teacher Effectiveness Task Force met over a period of six months to examine this issue and make recommendations for a plan of action to move the District toward **ensuring an effective teacher in every classroom**
- ◆ We are **committed to providing the training and professional development for our teachers and administrators to ensure that every child has an effective teacher in the classroom.**
- ◆ **We believe vast majority of our teachers are effective** and we are committed to working with our teachers, principals and bargaining units to increase that number.
- ◆ The Teacher Effectiveness Task Force – which included all of our stakeholders, teachers, principals, parents, union officials, community leaders – **has already provided us with a blueprint for moving as District towards this goal.**
- ◆ The Task Force said, and we agree, that **we must have a more robust evaluation system – one that employees multiple measures for assessing the effectiveness of our educators.**
 - It is not enough just observe a teacher (as we currently do) **or just to look at student test scores.**

- We must **develop a system that looks both at teacher practices and at how teachers impact student learning.**
- ◆ We firmly believe the clearest pathway to greater success for our students is by providing a **fuller picture of teacher effectiveness**, that of using multiple measures.
- ◆ Establishing a Multiple Measure Review process **begins with the development of a collective understanding of effective teaching and then creating a basket of measures** against that understanding with aligned support to improve practice.
- ◆ This work is difficult and complex, so **we are moving forward aggressively and deliberately.** These efforts will take time but we are absolutely committed to ensuring an effective teacher in every classroom.
- ◆ As a district, we believe that there are four critical things to include in this basket of measures (and this is aligned with national examples as well as the recommendations of the Teacher Effectiveness Task Force):
 - **Observation of Practice:** Clinical observation of practice -observing teaching and reviewing artifacts of practices (e.g., lesson and unit plans, student work) - using a new research-based instrument by well-trained administrators and teacher leaders (expert peers).
 - **Contribution to Student Learning Outcomes:** Measuring student growth over time through various assessments of student learning (both closed-ended and open-ended assessments).
 - **Stakeholder Feedback:** Reviewing feedback from both parents/guardians and from students (with appropriate implementation modifications to address age, response rate, training needs, etc.).
 - **Contribution to School Community:** Examining how each teacher contributes to his/her school community via self-review and 360 degree feedback from colleagues.

VALUE-ADDED ANALYSIS - AN IMPORTANT PART OF A MULTIPLE-MEASURE TEACHER REVIEW

- ◆ Value-added analysis is a narrow, imperfect (as are all analyses involving student achievement scores), but important and useful tool that should be part of the basket of measures ultimately used to assess the effectiveness of our educators.
- ◆ One could not imagine making a professional judgment about the overall effectiveness of teachers without considering student achievement over time, just as one could not imagine making this professional judgment by using only student achievement over time.
- ◆ Value-added can tell us where we have teachers that are producing amazing results for youth, but it does not tell US anything about how those teachers are getting such positive outcomes.
- ◆ Similarly, it can point to teachers whose students consistently underperform against expectations, but yields no information about remedies or adjustment of teaching practices.
- ◆ This provides a golden opportunity for collaborative learning and growth as a community of professionals. This is why we are working collaboratively to include value-added analysis as but one component of the total effectiveness score in our redesigned teacher review system.
- ◆ The majority of a teacher's effectiveness score should involve solid clinical observations of practice using a newly designed research-based instrument administered by well trained school leaders and teacher leaders.
- ◆ The input of parents and students in the form of surveys as well as measures of a teacher's contributions to his or her school community should be incorporated as fractional components of each teacher's overall effectiveness score.
- ◆ This multiple measure approach emerges clearly from the recommendations of the Teacher Effectiveness Task Force, a group of parents, students, teachers, school leaders, district leaders, union leaders and community partners that worked for months

to develop a set of recommendations for improving the way we support and develop our educators.

- ◆ Value-added analysis will become part of our data-driven decision-making practices in LAUSD. We look forward to making decisions about value-added analysis with teachers and school leaders; not to teachers and school leaders

BACKGROUND ON TEACHER EFFECTIVENESS TASK FORCE

- ◆ Last year, the District embarked on a focused effort to address teacher and administrator quality throughout our district.
- ◆ These efforts resulted in a Task Force on educator effectiveness being formed that formulated recommendations for designing an employee review that will differentiate between the performance levels of our teachers and leaders, and then provides an approach for acting on this information through an aligned support and development system.
- ◆ We immediately drafted a plan to implement these recommendations by
 - developing a multiple measure evaluation system (that includes student outcomes as a factor in determining effectiveness)
 - providing opportunities for those in need of support and development
 - creating tools to intervene and address those with persistent performance challenges
 - rewarding, recognizing and leveraging the skills of our most effective teachers and leaders through expanded leadership roles and higher levels of compensation
- ◆ A key component is the design and implementation (with all our stakeholders) of new systems of support and development for our teachers and leaders. A critical aspect of this will be the establishment of a **multiple measure evaluation system** that targets the developmental and differentiated needs of our educators. This is directly in line with the recommendations from the Teacher Effectiveness Task Force and with the way we have proposed Supporting All Employees.

- ◆ We believe, and research and experience tells us, that **attempting to use test scores as the sole means of measuring quality is not enough**, nor does it help to support effective instructional practices.
- ◆ Our Task Force was clear about the **urgency of developing a system that supports and develops teachers and leaders**.
- ◆ But they were also **clear about the need to work quickly**, without rushing to implement district-wide changes before they are piloted and refined.
- ◆ Thus we are **working with stakeholders to develop a valid and clear process and system** that clearly defines expectations and aligns opportunities to perform to these expectations, with clearly linked consequences and rewards.

TETF FACTS

- ◆ The Teacher Effectiveness Task Force, consisting of parents, students, teachers, administrators, labor leaders, the research community and community leaders, **developed bold recommendations** addressing educator evaluation, tenure, compensation, career development, support and intervention, and corresponding legislative issues.
- ◆ **Task Force members met regularly over a six month period**, reviewing relevant research, considering current district practice and chewing over the issues.
- ◆ After months of discussions and deliberations, **Task Force members agreed on most of the recommendations**, leaving some as areas for further analysis.
- ◆ The Task Force coalesced around a comprehensive set of interconnected recommendations to ***create the conditions for excellent teaching and quality school leadership***:
 - **Develop an evaluation process within a true performance management framework**, including multiple measures of effectiveness. Measures will include student outcome data, parent and student input, and an enhanced assessment of instructional quality, observation by administrators and observation by expert teachers.

- **Closely align district needs and values with compensation and promotion decisions**, including the development of a new career ladder, offering high performing teachers the opportunity to apply for instructional leadership positions as coaches, professional developers, mentors, and other similar roles.
 - **Reframe the tenure decision as an affirmative, significant accomplishment in teacher's career** ("Yes, this teacher is ready and qualified", and, among other things, create a decision window of two to four years.
 - **Augment early teacher support and intervention**, further define professional growth pathways for teachers throughout their career, and provide targeted intervention and (if need be) a pathway for exiting struggling teachers.
 - **Proposed legislative strategies including those related to tenure** (as proposed by other sub-committees) as well as layoff education code changes, and dismissal process changes. Additionally, there are recommendations to address funding concerns for the district.
- ◆ These recommendations were presented to the LAUSD Board of Education and Superintendent Cortines on April 27, 2010.
 - ◆ Per the original board resolution, Superintendent Cortines and staff presented a strategic plan to implement these recommendations which was presented on May 11, 2010.