



Increasing student achievement through teacher development and evaluation

TDES Committee makes steady progress in design, teamwork

The collaborative work of the Cleveland Metropolitan School District and the Cleveland Teachers Union is likely to become a model for school districts throughout the state and nation, as our work continues to chart a path forward in our shared mission to raise student achievement.

CMSD's Teacher Development and Evaluation System (TDES) kicked off in December, 2010, with formation of a TDES Steering Committee and a blueprint for forward-thinking work to ensure teacher quality and student success.

By February, the committee had developed



a shared vision of the connection between teacher excellence and student achievement, built a framework for a teacher development system, and established collaborative code and protocol for moving forward. The TDES newsletter was launched to keep stakeholders informed and engaged in the Teacher Development and Evaluation process.

Since then, the TDES Steering Committee has worked to define and develop plans for four days of training for Phase 1 schools and created a year-long plan for Phase 1 teachers' and evaluators' professional development.

Topics addressed in recent meetings include how best to capture evidence of effective professional practice, to foster and make the best use of professional dialogue and feedback and to establish ongoing communication within buildings and

More Accomplishments

- We defined the buildings' TDES four-day training for the Phase 1 schools.
- We completed discussion about the design of our system.
- We created a yearlong rollout plan for providing professional development for Phase 1 teachers and evaluators.

between teachers and evaluators.

TDES Committee members also talked about the value of differentiating support for both novice and experienced educators and the need to ensure adequate, appropriate feedback and broad engagement.

In discussions about field testing, members discussed ways to engage others as we begin field testing evaluation tools in schools. The committee will look closely at the rubrics and key areas of professional development as it seeks staff input and feedback.

Note: TDES will welcome a new member soon, with the addition of Mary Anne Knapp. Committee members recognized during the process that the principal's perspective was a key voice that was missing at the design table.

TDES Steering Committee

Peter E. Raskind, CMSD, Interim Chief Executive Officer

David Quolke, CTU, President

Christine Fowler-Mack, CMSD, Chief of Staff

MaryAnn Fredrick, CTU, 1st V.P., Wilbur Wright teacher

Eric Gordon, CMSD, Chief Academic Officer

Mark Baumgartner, CTU, Trustee-at-Large
Luis Muñoz Marin teacher

Karen Thompson, CMSD, Deputy Chief of Curriculum

Shari Obrenski, CTU, 3rd V.P. of Senior High/Special Groups, Jane Addams teacher

Mary Anne Knapp, CMSD, Principal, Orchard @ Halle

Carmen Rodriguez, CTU, Rep. of PEAC/PAR Gov. Board
Garrett Morgan School of Science teacher

Renée Cavor, CMSD, Chief of Transformation

Jillian Ahrens, CTU, 3rd V.P., Memorial K-8 teacher

Susan Myers, PEAC/PAR Liaison

Wendi Kral, CTU, Membership Committee Chairperson,
Peer Math Coach

Meri-Alice Davis, ER&D Local Site Coordinator,
Joseph M. Gallagher teacher

Angela Minnici, AFT

Stephanie Myers, AFT

Paula M. Bevan, Consultant, Bevan Educational Solutions

Dr. Russell Brown, CMSD, Deputy Chief of Organizational
Accountability

Rojeana Howell-Curtis, CMSD, Academic Superintendent,
Growth Schools

Dr. Laura Purnell, CMSD, Deputy Chief, Leadership
& Growth

Excellent Teachers, Excellent Schools is a CMSD and CTU publication designed to increase student achievement through teacher evaluation and development.

Important Milestone Dates

Phase 1 Information Meeting — May 17

Summer Training — June 27-30
Aug. 15-18



Measuring What Matters Most

TDES reflects the latest research on effective teaching.

Doing our Homework: In our efforts to be as thorough as we can in this process, the TDES steering committee is not only researching but also seeking the expertise of leaders in the field to determine the most effective and reliable evaluation tools and practices.

Transforming Teaching: CMSD's new evaluation system will challenge teachers, identify opportunities for improvement and provide a road map for professional development and growth.

Providing Fair and Consistent Evaluations: The new system will provide everyone – teachers and those who evaluate them – with clear, solid measures of critical competencies. Principals will consistently apply these measures, which have been scientifically validated and evidence-based.

CMSD's TDES committee is carefully considering...

- Models and expectations in Ohio and in the nation
- How data should be weighted
- How to measure growth over time
- How to measure areas not measured by standardized tests
- How to develop multiple measures for CMSD

CMSD joins districts nationwide to explore multiple measures for teacher evaluation

Great teachers are a precious natural resource. Figuring out what makes teachers great and how to transfer those skills to others is the mission of the CMSD/CTU Teacher Development and evaluation system.

Our goal to better recruit, retain and reward effective teachers became a major focus throughout the nation two years ago when the Bill & Melinda Gates Foundation launched the Measures of Effective Teaching (MET) program to assist schools in developing and testing multiple measures of teacher effectiveness.

The Gates Foundation believes that a teacher's effectiveness has more impact on student learning than any other factor controlled by school districts, including which school a student attends or the size of his or her classroom.

The Gates Foundation noted that most school districts or state education departments cannot pinpoint what makes a teacher effective or identify their most and least effective teachers.

The MET project and the work of local teacher evaluation committees like ours in Cleveland will identify what works best in the classrooms so those methods can be more widely and used to improve the education of many more students.

CMSD and CTU are committed to living up to the promise made a year ago when CMSD received \$29 million in Race to the Top federal funds. They pledged to put more effective teachers in classrooms and to improve the performance of students in persistently low-achieving schools.

TDES: PD to be based on features, assumptions of 'Framework for Teaching'

Frameworks for effective teaching rely on certain assumptions. Some assumptions focus on how children learn; others focus on the value of learning or defining what is important for students to learn. TDES is exploring four basic assumptions for the framework of teaching.

Important Learning for Students

It is important for students to acquire a deep and flexible understanding of complex content, to be able to formulate and test hypotheses and to be able to relate one part of learning to another. Students must move beyond the traditional learning – rote memorization – to analysis and interpretation. High-level learning requires high-level instruction.

The Nature of Learning and How to Promote It

Educators have focused their attention on the constructivist approach to learning. Constructivism recognizes that it is the learner who does the learning. A student's

understanding of any concept depends on his or her experience. Teachers guide the process, but students must develop their knowledge through what they do. Students are cognitively engaged in their work for "minds-on" learning. Ultimately, this approach means fewer topics will be covered, but more is actually learned.

The Purposeful Nature of Teaching

Instructional decisions are purposeful. Activities and assignments are not chosen merely because they are fun. They are selected because they serve the instructional goals of the teacher as guided by the students' interests and strengths.

The Nature of Professionalism

Teaching is a complex profession with the privileges and obligations conferred by that professional status. Instructional plans depend on a sophisticated understanding of the academic content, the students in the teacher's care and the nature of learning itself.

In order to prepare students for college and employment, the primary goal of education must be to help students comprehend important concepts and to develop cognitive skills. But how do teachers know if students are learning? How do they make decisions during the course of teaching and then modify instruction accordingly? And how do they get it all done within the confines of a tight classroom schedule?

To address these questions, teachers must grow professionally. They must remain current in their field, share best practices and contribute to learning networks.

WE WANT YOUR FEEDBACK

Which of these assumptions do you feel needs to be more deeply embedded in our initial professional development programs? Communicate your needs and preferences to your principal and union representatives.