



EXCELLENT Teachers EXCELLENT Schools

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Increasing student achievement through teacher development and evaluation

TDES Steering Committee

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

TDES process moves ahead with site visits and first school-based resource room

Working together, teachers and administrators at Paul Revere Middle School are leading the way with CMSD's new teacher development evaluation system and the District's first TDES resource room on the school's main floor. Principal Charlene Hilliard says teachers are already filtering in to read forms and to discuss the new Teacher Development and Evaluation System (TDES).

The District's first school-based TDES resource room is designed for staff to counsel and mentor their peers with a philosophy that "each one" will "teach one."

Openly sharing of information and progress is considered central to the success of CMSD's new development and evaluation tool, for which planning began last December.

The new evaluation process, still in its earliest stages, is more objective and provides increased avenues for professional feedback and development.

About 24 CMSD schools are using the process as part of Phase I of the TDES progress, with the remaining schools scheduled to be fully on board at the start of the 2012-13 academic year.

CMSD and CTU are confident that the District's collaborative evaluation process will become the gold standard for districts throughout Ohio and across the nation.

Dawn Collins, first-grade teacher at Revere, said teachers will staff the TDES resource room a few times a week. Their peers visit, ask questions and share teaching strategies.

Because CMSD's new evaluation tool is a work in progress, teachers and District officials will need to work together to fine-tune it.

Since the last TDES report, the TDES team has conducted site visits to schools to hear input from principals and teachers to see the evaluation tool in action.

Important Milestone Dates

November Site Visits: Nov. 14-18

TDES Core Team Training: Nov. 18

December Site Visits: Dec. 12-16

TDES Core Team Training: Dec. 16



Administrator training Building capacity for Phase II

As part of the TDES year-long initiative, more than 200 CMSD administrators participated in a three-hour training session Oct. 13 as part of Phase II of the CMSD/CTU commitment to “A Framework for Teaching,” designed to balance teacher evaluations that Christine Fowler-Mack, Chief of New & Innovative Schools and Programs, says is raising the bar in Cleveland’s schools.

“The process has improved teacher performance at its core,” she said. “We must continue to evolve the process of student learning, and evaluations have long played a role in that evolution.”

Putting an evaluation system in place that meets the needs of students, teachers and administrators hasn’t been easy, said Dr. Paula Bevan, the educational consultant who facilitated the training session and cited the language of teacher evaluations as one of the obstacles.

Administrators have struggled with evaluation forms that were vague and had language that could be construed a variety of ways. These sessions put an emphasis on getting administrators to agree on language.

We can’t all be using a different yardstick to measure performance, Bevan explained. “This is the start of learning that common language.”

That common language is based on research into effective practices.

In a series of hands-on exercises, administrators discovered the language they had previously been using was inconsistent across the District.



Training sessions began last summer when a small group of principals met with Bevan in a pilot program where they were introduced to language, which will go into new evaluations that:

- center on student learning
- serve as a developmental tool that lifts quality across the profession
- measure objectively the effectiveness of teachers, starting with student learning and including multiple measures

At the beginning of the 2011-12 academic year, the District launched its revised evaluation process in 24 schools. CMSD plans to implement the program district-wide in September 2012, when all administrators will use “A Framework for Teaching,” believed

by the TDES Committee to be a fairer and more accurate way to gauge teacher effectiveness in the classroom.

Mary Ann Fredrick, first vice president of the Teachers Union and an English teacher at Wilbur Wright, said the union and its members welcomed the opportunity to collaborate in revising the evaluation process.

Fredrick said she hasn’t heard any pushback from District teachers.

The teachers seem to appreciate the revision. The process is, however, more intensive than they’re used to seeing, and finding time to evaluate teachers is the challenge for administrators.

“Overall, people are receiving it pretty well,” she said. “We’re off to an ‘okay’ start.”

Inside the TDES Steering Committee Meetings Here's what we're talking about now...



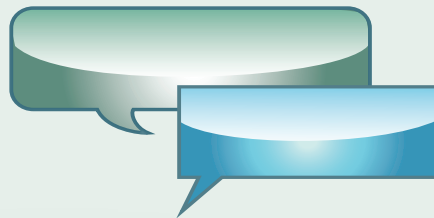
While we are proud to share information about our progress so far, we are also please to share information on current discussions taking place. Currently, the TDES Steering Committee is working together to answer several key questions about our work:

Communication: How can we be sure that two-way communication is effective?

Site Visit logistics: How can we be sure all perspectives are captured during site visits?

Phase I Support: What differentiated supports are needed for evaluators and teachers, both initially and long term?

Criteria for success: How can we best measure the effectiveness of Phase I?



The TDES Committee is also moving forward in several key areas of our collaborative work, including:

Second Semester Rubric Design Teams to design the TDES that will support other Certificated Staff: Counselors, Psychologist, OT/PT, Nurses, etc.

Planning for Phase II training and support: Planning for training dates, training team, implementation logistics, etc.

Aligning Professional Development: We are auditing our professional development offerings to ensure alignment of PD with the Common Core and with our TDES Framework for Good Teaching.

Multiple Measures of Teacher Effectiveness and Student Learning: We are working to identify the "CMSD Measures," with the support of AFT, ODE and national experts.



We're really proud of...

We're pleased to announce the web-based TDES management tool. This site allows both the teacher and evaluator to manage the forms, communications and notifications electronically. Phase I schools are in the process of piloting this new tool. It can be found at <http://esupport/TDES/Frames.html>, or it can be accessed by clicking on the TDES link in the left-hand column of the *Schoolnet* website and then clicking further on the acronym.

What's new on the national scene?

A new resource, *Fair to Everyone: Building the Balanced Teacher Evaluations that Educators and Students Deserve* was recently released with good reviews by e-Education Trust, a national organization dedicated to issues of equity and quality. It can be found at <http://www.edtrust.org/dc/publication/fair-to-everyone-building-the-balanced-teacher-evaluations-that-educators-and-student>.

Individualized forms and objective observations improve the evaluation process

In the Cleveland Metropolitan School District, count the Cleveland Teachers Union among the groups that see benefits in the collaborative approach to improve evaluation procedures.

“You have a union leadership that believes in professionalism,” said Mary Ann Fredrick, vice president of CTU and an English teacher at Wilbur Wright Elementary School. “We can always be better in our practices, so anything we can do to move our profession forward, we will do.”

During contract talks in 2009, CTU signed a memorandum of understanding with CMSD that led to collaboration on a new teacher evaluation system.

Through a TDES initiative, CTU and CMSD have taken meaningful steps to ensure a better and fairer process for evaluating the effectiveness of teachers.

As part of “A Framework for Teaching,” the two sides have

explored an evaluation process that develops and evaluates the performance of teachers, paraprofessionals, guidance counselors and other educators.

Until recently, secretaries and nurses were all evaluated on the teacher’s evaluation form. There was no differentiation.

The goals of the new evaluation process – the product of extensive research – are fairness, support and teacher development.

Compared to a former, much more subjective process, “A

Framework for Teaching” allows for rating effectiveness in more areas to help improve teaching.

“Teaching is the No. 1 factor in student success,” said Christine Fowler-Mack, Chief of New &

Innovative Schools and Programs at CMSD. “Knowing that, we need to expose children to the highest-quality teaching possible.”

CTU and CMSD are in Step 1 of the revised evaluation process, which is already in use at 24 schools. The rest of the District should be under the “Framework” for the start of the 2012-13 school year.

“... anything we can do to move our profession forward, we will do.”

“It rewards good teaching,” Fredrick said. “It lets people who are good teachers pick the practices they want to get better at. For people who are struggling, it allows them the ability to grow and change.”

5 Rules for Doing Teacher Evaluation Right

OBEYING THE RULES OF PERFORMANCE ASSESSMENT

1. Start with a defensible definition of good teaching that is studied and understood by all stakeholders.
2. Differentiate the processes of evaluation for novices, experienced teachers and teachers at risk.
3. Let evidence, not opinion, anchor the process.
4. Conduct evaluations in such a way that they produce teacher learning.
5. Transparency: Involve ALL STAKEHOLDERS in making decisions about improving existing evaluation practices.