

Cincinnati Public Schools



Teacher Evaluation System



CPS - Teacher Evaluation System

- ◆ Purpose: to ensure a high quality teaching staff for every student and every school
- ◆ Standards-based
- ◆ Based on Charlotte Danielson's work, "Enhancing Professional Practice: A Framework for Teaching"



History

- 1997 contract called for a new standards-based evaluation system and an agreement to investigate a skills and knowledge-based compensation system
- Joint committee of the CFT and BOE was created to research and write the system
- Field tested in 1999-2000
- Revised with Danielson in summer 2000 and fully implemented in 2000-2001



History

- Summer 2001- contract amendments included
 - a calibration and certification process for all who evaluated teachers
 - significant PD offering to teachers around the TES standards
 - a systematic approach to understanding the TES standards using the formative annual observation
 - The roll-out of the system to veterans was delayed for four years to allow for PD
 - Veterans who were on the system were allowed to destroy their evaluations for that year and have them thrown out if they wished
- May 2002 – CFT took a vote on the board-approved compensation plan and rejected the plan



Revisions

- Adaptations, procedures and rubric language were revised annually through 2005.
- Since 2005, no major TES changes have been enacted. Only revisions to forms and procedures have been adopted to streamline and clarify the system for teachers and administrators.



CPS- Evaluator Training, Calibration and Certification

- ◆ To ensure reliability and validity, building administrators and teacher evaluators undergo professional development and must pass a performance exercise before they can evaluate any teacher
- ◆ Certification training consists of 3 parts-
 - 1.TES Basics
 2. Evidence Collection
 3. Rubric Study/Levels of Performance.



Certification Process

- Following PD, each administrator or teacher evaluator participates in the certification “exercises:”
 - View tape
 - Collect Evidence
 - Code the evidence by standard
 - Score the evidence
 - Repeat for 2nd tape
 - Scored against a juried tape
 - No matter what the outcome, all assessed are given specific feedback.



TES - Structure

- ◆ 4 domains
 1. Planning and Preparing for Student Learning
 2. Creating an Environment for Learning
 3. Teaching for Learning
 4. Professionalism
- ◆ 15 standards within these 4 domains



Teacher Evaluation- placement on caseload

- All teachers in CPS are evaluated each year.
- Most are on an annual evaluation, which is formative and generally consists of a single classroom observation
- About 15% of teachers are on a comprehensive evaluation.
- The comprehensive evaluation is the responsibility of a Teacher Evaluator or Consulting Teacher and includes administrative observations and/or input.



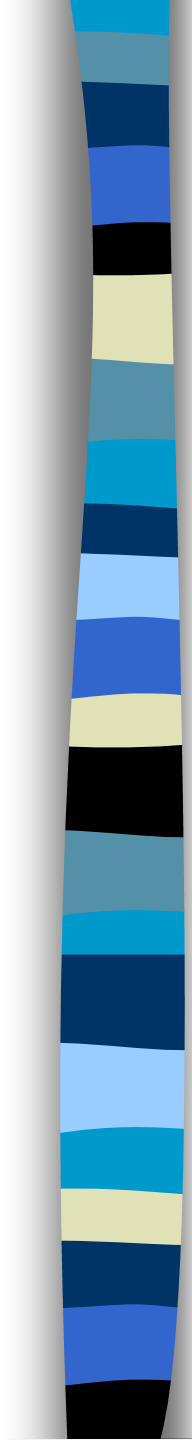
Who is on Comprehensive Evaluation?

- Volunteers: Lead Teacher, Continuing Contract, Professional Development
- Non-volunteers: 1st year (apprentice), pay step increments, Intervention



What does Comprehensive Evaluation look like? (Veteran Teachers)

- 4 classroom observation by a Teacher Evaluator
- No assistance from the Teacher Evaluator
- Professional development around the rubric language is available, but not required
- Reflections and lesson plan packets due within 5 days of the observation
- Collection of Evidence for Domain 4 (Professionalism) due in January and scored by the Building Administrator
- Final scores are due in May



What does Comprehensive Evaluation look like? (New Hires)

- For teachers new to the district
- Required PD
- 4 formal observations throughout the year as well as a demonstration lesson and visiting day
- If scores not being met, 2 additional evals are completed prior to March
- All observations conducted by a Consulting Teacher
- Assistance based on areas of deficiencies and continues throughout the year
- Reflections and lesson plan packets due within 5 days of the observation
- Collection of Evidence for Domain 4 (Professionalism) is used for formative assessment and feedback purposes only.



What does Comprehensive Evaluation look like? (Intervention)

- For teachers struggling with performance issues
- 6 observations by a Consulting Teacher
- Optional PD courses + required PD courses
- If scores not met, termination or non-renewal may be an option
- All observations conducted by a Consulting Teacher
- Assistance based on areas of deficiencies and continues throughout the evaluation cycle.
- Reflections and lesson plan packets due within 5 days of the observation
- Collection of Evidence for Domain 4 (Professionalism) due in January and scored by the Bldg Administrator
- Final scores are due in March



TES - Benefits and Rewards

- ◆ Common language for quality teaching
- ◆ Increased opportunities for teacher leader roles for those teachers who have undergone a successful comprehensive evaluation



What we've learned

- Collaboration is key –
- Number of evaluations went from 5 total (3 by peer and 2 by admin) to 4 eval (2 peer and 2 admin) to 4 (3 peer and one admin) – creates more consistency and increases inter-rater reliability
- Harvard/Brown Research shows that the relationship between TES score and student achievement data is statistically significant....we're doing some things right!
- Offer more support for veteran teachers on evaluation through targeted professional development (voluntary)
- Decreased caseloads for evaluators from earlier years
- Uniformity among evaluators – procedures and announced evaluations, etc.
- Teachers need to be notified by the end of the current school year to professionally and emotionally prepare
- Differentiate evaluations – streamline or full evaluation based upon teacher need
- Importance of documentation
- Confidentiality is not just among evaluation staff but also among central office staff, field administrators, and union leadership



Changes for 11-12

- Strengthening of the annual process to ensure student growth is “the major factor....”
- Inclusion of student growth as a significant piece in the comprehensive evaluation
- PILOT YEAR



Current Challenges

- Inter-rater reliability
- Consistency and interpretation of evidence collected
- Evaluating teachers of same or similar discipline
- Fiscal Issues
- Role of student growth data



Thank you!

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