

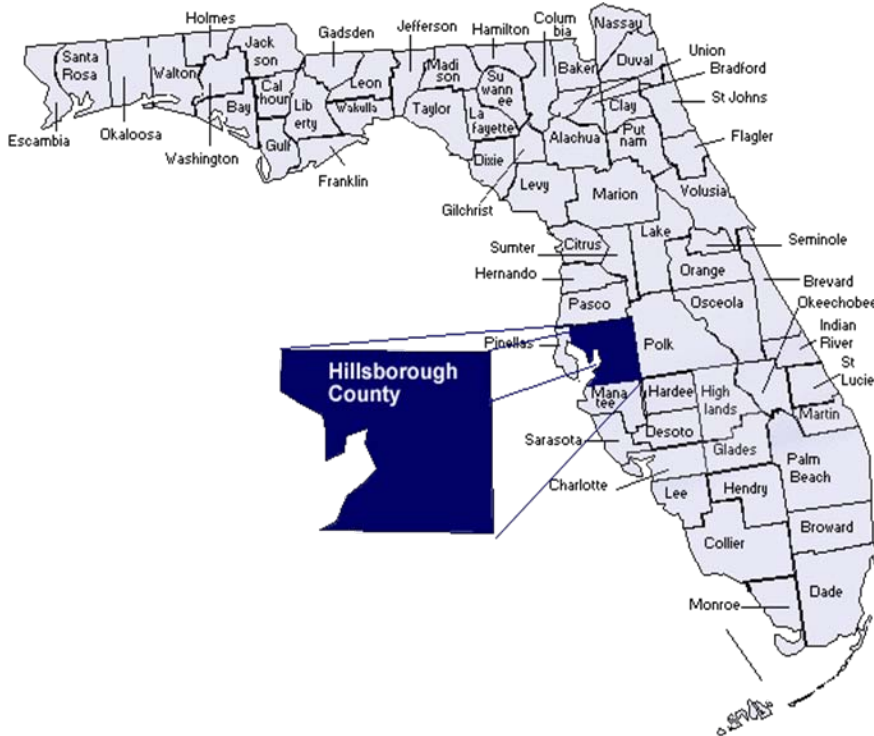
# Empowering Effective Teachers

*Helping students achieve by helping teachers excel*



**Hillsborough County**  
PUBLIC SCHOOLS  
*Excellence in Education*

# Hillsborough County Public Schools



- *8<sup>th</sup> Largest District in the United States*
- *191,860 students*
- *58% FRL*
- *209 schools*
- *15,000 teachers*

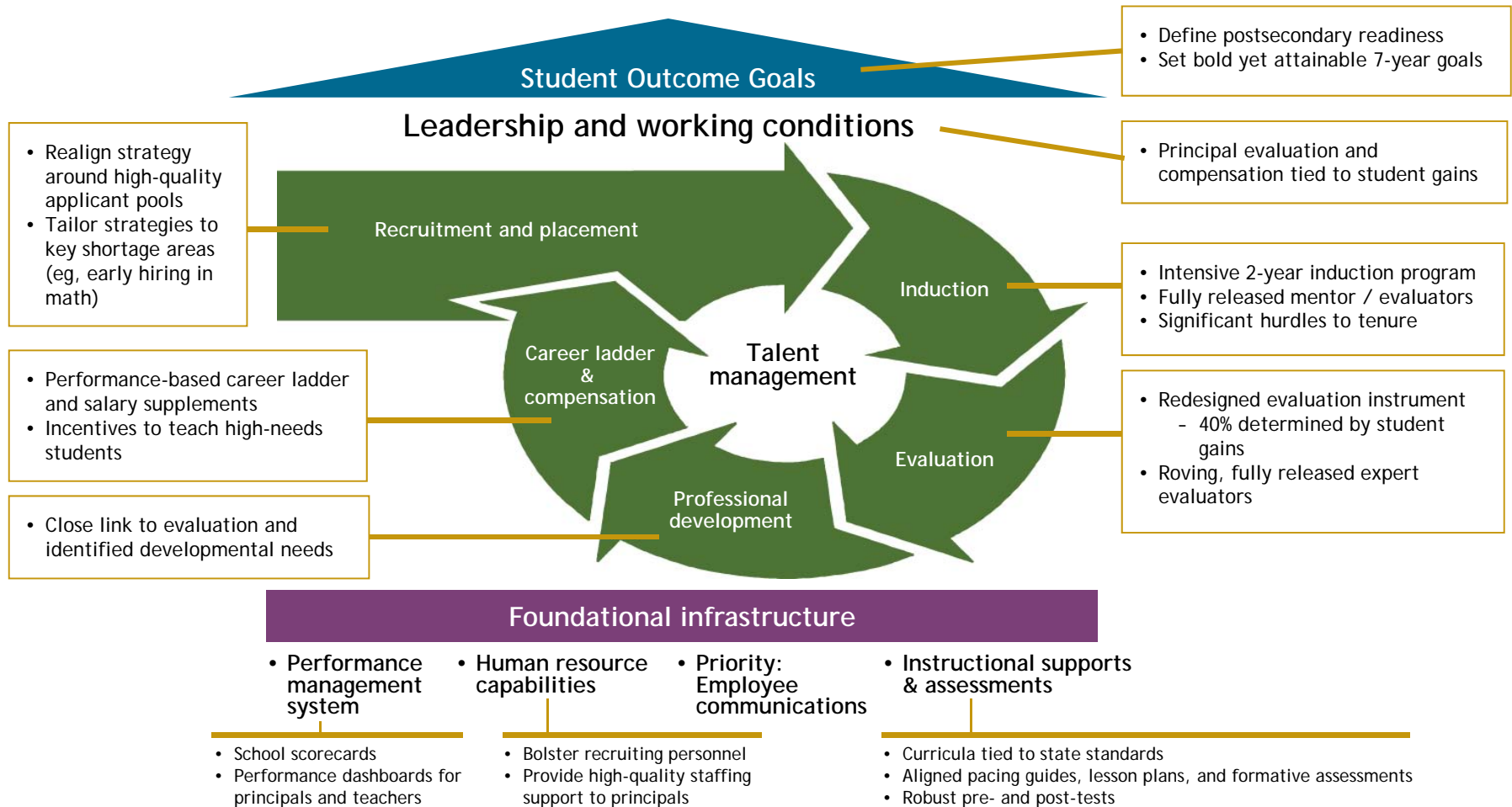
An “A” rated district 4 of the last 5 years!

## Goals of the Initiative

- Empowering Effective Teachers initiative aims to:
  - Improve student achievement by focusing on excellence in teaching
  - Ensure every classroom has a highly effective teacher
    - Especially high-needs students
  - Increase the percentage of students who graduate ready for college/career



# Empowering Effective Teachers: Overview



# Elevating the teaching profession by supporting teacher development



# Induction for New Teachers

- Provide more mentoring support to new teachers
  - Goal: keep promising new teachers in the district and help them accelerate their professional development.
- Mentors are being selected from among the district's most effective teachers
  - More than 600 teachers applied
  - Selected mentors receive intensive training
- Mentors will work with and guide new teachers on a weekly basis for their first two years
  - Focus on building teachers' instructional skills



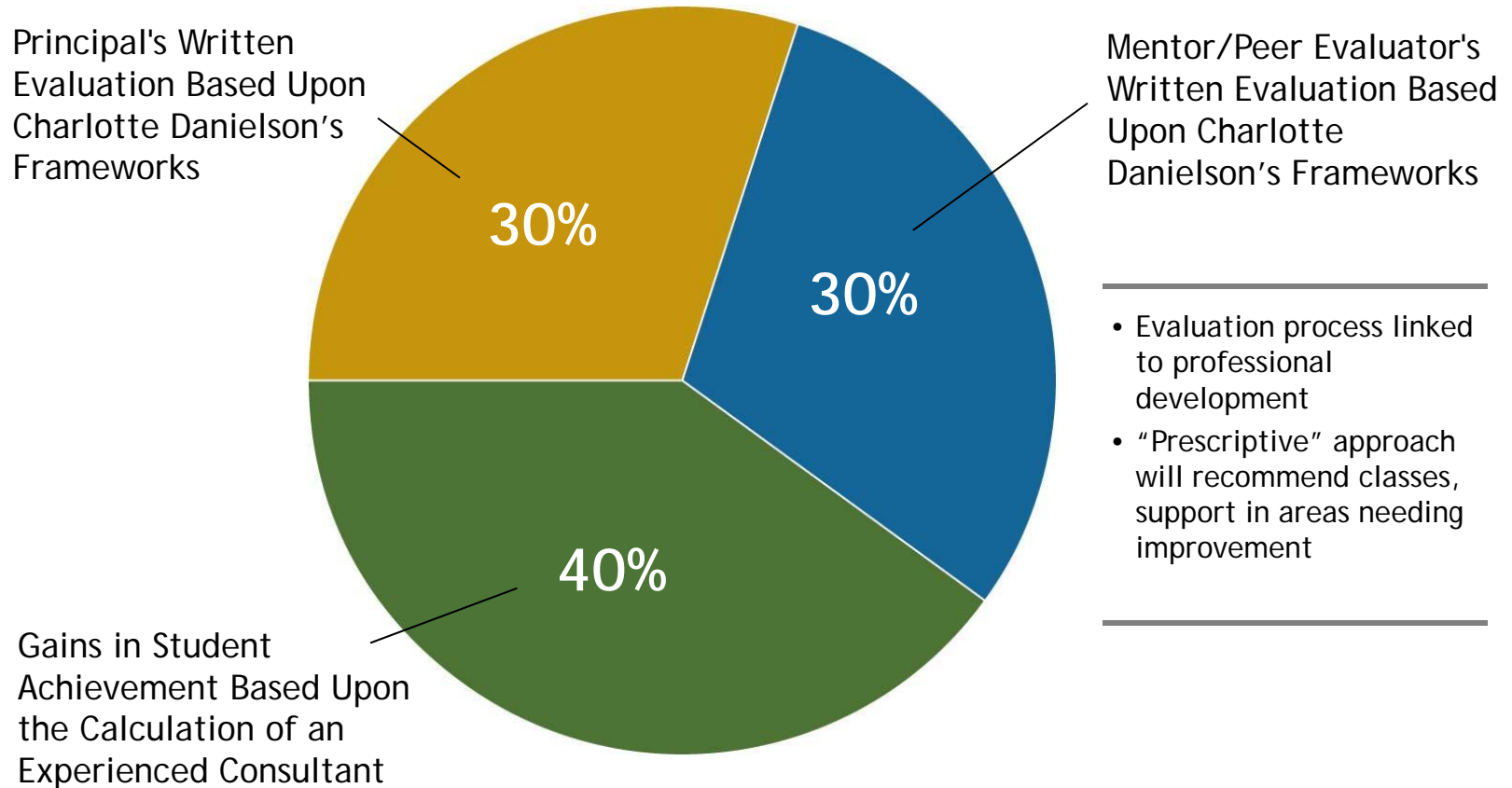


# Support for Experienced Teachers

- Assign Peer Evaluators to all experienced teachers
  - Goal: involve teachers in the evaluation process while enhancing the observation process to include developmental goals.
- Peers are being selected from among the district's most effective teachers
  - More than 600 teachers applied
  - Selected peers receive intensive training
- Peers visit and observe teachers 2-8 times per year
  - 91% subject area match



# Teacher Evaluations: More Input, More Balance





## Our rubric, our process

- A committee of 25 teachers, administrators, union representatives and central office staff worked for a year to modify Charlotte Danielson's rubric for our district
- Charlotte Danielson worked with our group, making quarterly visits, and still works with us as we look at making modifications for next year
- Throughout the year we monitored the process and made changes as necessary. For example, extra training was provided for observers of low prevalence ESE teachers and IMPACT teachers (12<sup>th</sup> grade computer based learning class) were taken off the new evaluation when we realized it wasn't effectively measuring their instructional style
- Books and videos were made available to all teachers so they would better understand the new rubric

# What does teacher observation look like?

Teacher Evaluation Score	Admin Obs	Peer Obs	Supervisor Obs	Informal
5	1	2	0	
4	1	2	0	
3	1	2	0	10
2	2	4	1	15
1	2	5	1	15

- All observations are scheduled and recorded in the district's Lawson Talent Management system.
- The teacher, peer/mentor, and principal have access to all observation data
- All formal observations are scheduled
- Evaluations are completed by reviewing all information collected during the year (the teacher's "bucket")

# Extensive Training is Key

- All observers participate in 45-55 hours of training before being certified to conduct observations
- Skills are reviewed in monthly PLCs
- Annual calibration is required for all observers
- The district monitors observations on a weekly basis, looking for trends and “outliers”

## Lessons Learned

- The conversations about practice, held in both pre and post observation conferences are extremely important
- Component 4a, Reflection on Teaching, is something the district had never before evaluated and we've now discovered how important it really is
- If location, location, location, are the three most important words in real estate, training, training, training, are the three most important words in teacher evaluation
- Adding peers to the process has been a monumental change, but a critically important one

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