



# **Identifying Instructional Excellence**

**Presentation to  
The Hartford Board of Education  
by the  
Office of Talent Management  
May 20, 2014**

# Committee Members

- **Jennifer Allen**, Chief Talent Officer
- **Corinne Clark Barney**, Teacher
- **Sally Biggs**, Principal
- **Carole Collins-Ayanlaja**, Chief of Research and Assessment
- **Victor Cristofaro**, Dean of Students
- **Jill Cutler-Hodgman**, Chief Legal and Labor Officer
- **Guillermo Garcia**, Director of Information Management
- **Jay Gutierrez**, VP, HFT
- **Joshua Hall**, VP, HFT
- **Chris Hempel**, Executive Leadership Coach
- **Sandra Inga**, President, HPSA
- **Andrea Johnson**, President, HFT
- **Gary Lotreck**, Teacher in Residence
- **Brandi Lumpris**, Teacher in Residence
- **Joanne Manginelli**, Director of Professional Learning
- **George Michna**, Executive Director of Research
- **India Monroe**, Coordinator of Career Development
- **Scott Nicol**, Executive Director of Performance Management
- **Fabienne Pierre-Maxwell**, Principal
- **Michelle Puhlick**, Executive Director, Office of Academics
- **Jacqueline Ryan**, Teacher
- **Tracy Saperstein**, Assistant Principal
- **Lisa Sepe**, Intervention Specialist
- **Kathie Stroh**, Educational Issues Coordinator, HFT
- **Sarah White**, Coordinator of Teacher and Leader Development

# Our Mission

*We agree that an effective teacher development and evaluation system must **support teacher development, growth and performance** and must **enhance student learning**. This evaluation system must be **fair, accurate, reliable, and transparent**. The effective implementation of the evaluation system can only occur in an atmosphere of trust that promotes **collaborative dialogue** and **enhanced professional practice of all educators** in our schools.*

# Danielson's Framework for Teaching

- **Domain 1: Planning and Preparation**
- **Domain 2: The Classroom Environment**
- **Domain 3: Instruction**
- **Domain 4: Professional Responsibilities**

# Classroom Teacher Evaluation Model

**Observation of Teacher Performance (40%)**

**Parent Feedback (10%)**

**Student Growth and Development**

- Local Standardized or Non-Standardized Measure (22.5%)
- Local Non-Standardized Measure (22.5%)

**Whole-School Measure (5%)**

# Ad Hoc Committees

- **Process:** Ongoing Monitoring of Teacher Evaluation Plan
- **Professional Learning:** Ongoing Support for Teachers and Administrators
- **Communications:** Ongoing, Systematic Flow of Information

# Ongoing Feedback

- **Formative Teacher and Administrator Surveys**

January, 1<sup>st</sup> Full Week

- **Teacher Focus Groups**

April and May

- **End-of-Year Teacher Surveys**

Late May/June

- **Administrator Focus Groups**

June

# Initial Feedback

*“To date, the observation process ... has been beneficial to my professional growth.”*

	<u>2012-2013</u>	<u>January 2014</u>
<b>Response Rate</b>	22% (350)	39% (700)
<b>Strongly Agree or Agree</b>	56.5%	69.2%
	13% Increase	7 out of 10 teachers