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, 1st 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.”

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