

NEW HAVEN PUBLIC SCHOOLS

**Talent Management Update: TEVAL and  
PEVAL 2010-11**

September 12, 2011

# Principles of NHPS Evaluation & Development

## Vision for Transforming the School System...

- **Students learning through meaningful and coherent experiences in individual classrooms**, among different classrooms, and in the rest of their lives
- Schools as the centers for learning, where teams of adults take **collective and empowered responsibility for students, working separately and together** to move students from where ever they start to the highest performance levels, collaborating without fault
- The district and schools acting to support **development**, innovation, and adaptation, both by schools and by individuals

## ...Leads to Vision for Talent Management

- Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes, by...
  - Prioritizing coaching and development through professional feedback relationships with managers, using periodic conferences rather than formulaic visitations;
  - Encouraging managers to provide frequent and concrete feedback to staff about their performance against a clear, detailed performance rubric;
  - Incorporating student growth as measured by objective assessments as a factor in evaluations; and
  - For teachers, using an innovative validation process, so that third party ex-teacher experts validate administrator judgments about both exemplary and needs improvement teacher performance.

# Key Outcomes of the 2010-2011 Process

## OUTCOME 1

**Quality Professionals:** The vast majority of our professionals, both teachers and principals, received ratings of effective, strong, or exemplary – reflecting the strength of the NHPS professional corps.

## OUTCOME 2

**Supportive & Developmental:** The evaluation processes successfully encouraged the development and improvement of professional staff – with meaningful differentiation between rating categories.

## OUTCOME 3

**Consequential:** The evaluation process had consequences, establishing a precedent that low performers do not return and high performers are recognized.

## OUTCOME 4

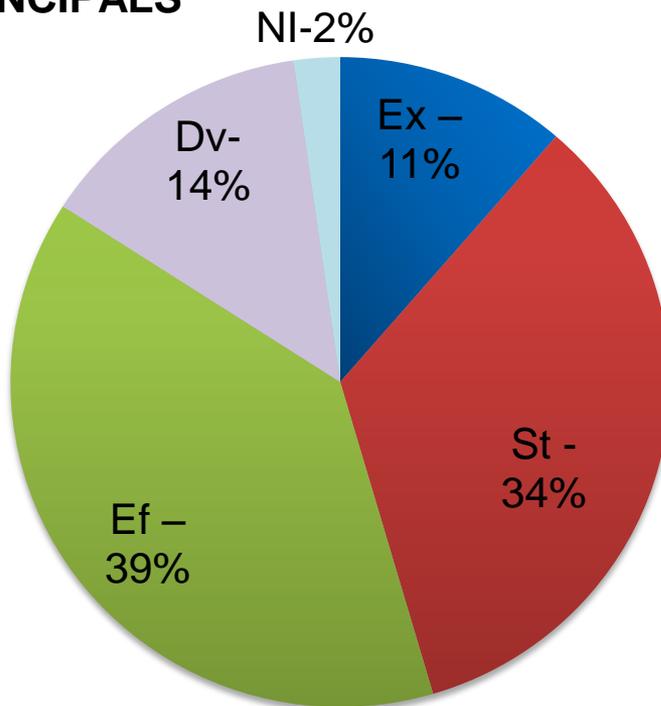
**Continuous Improvement:** The evaluation and development process can, should, and must continue to strengthen. Second year implementation will be clearer and stronger, and there are real opportunities to improve and build on the process

# Quality Professionals

*Outcome 1:* The vast majority of our professionals, both teachers and principals, received ratings of effective, strong, or exemplary.

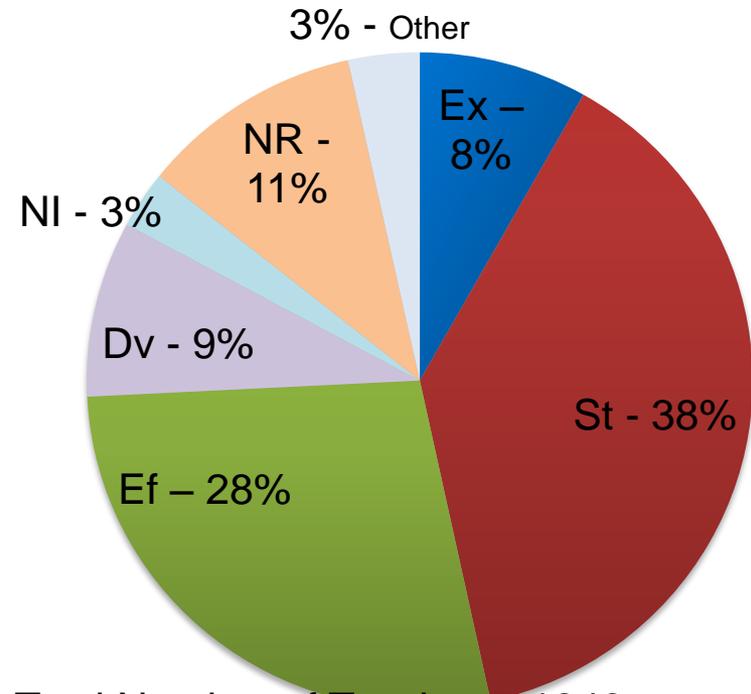
## Current Ratings

### PRINCIPALS



Total Number of Principals\* – 44

### TEACHERS



Total Number of Teachers -1846

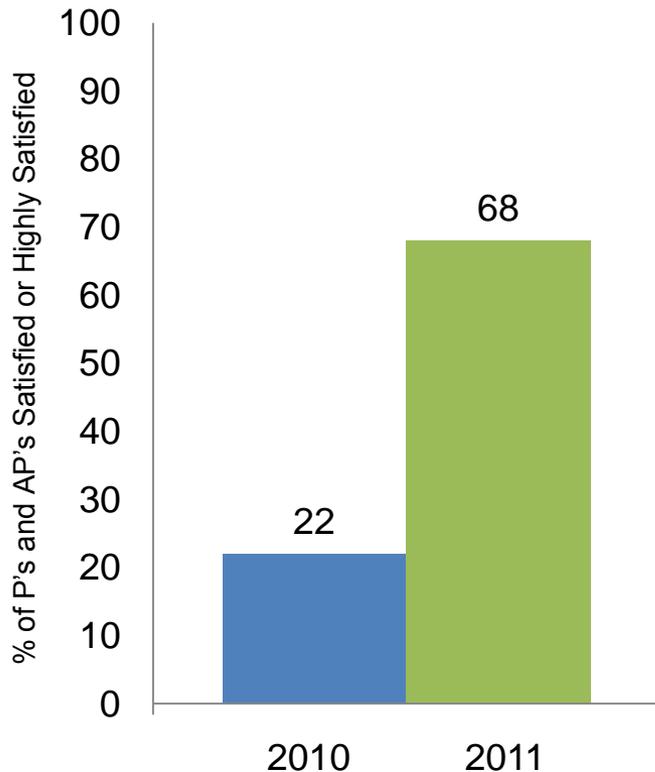
■ Exemplary (Ex) ■ Strong (St) ■ Effective (Ef) ■ Developing (Dv) ■ Needs Improvement (NI) ■ Not Rated (NR) ■ Other

Notes: AP's not included in P ratings, and those ratings are being gathered; Process for teachers and principals could include some subsequent adjustment; Not-rated staff include targeted schools and ambiguous itinerants

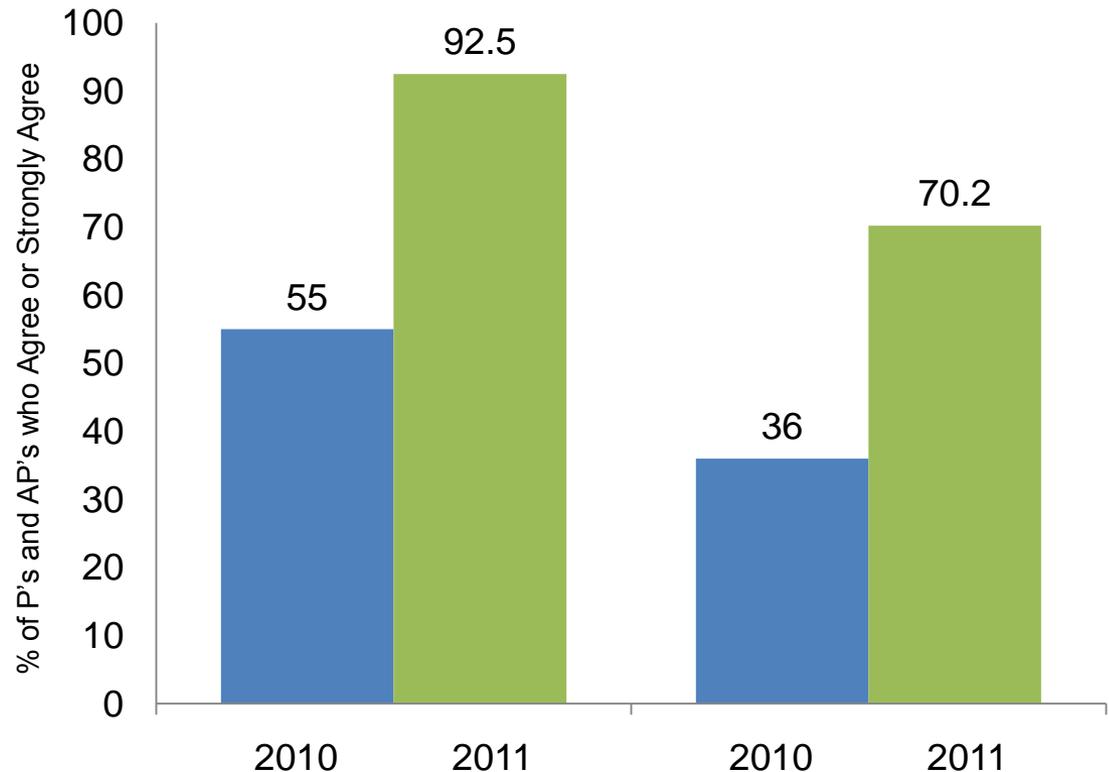
# Supportive and Developmental

*Outcome 2a:* The evaluation processes successfully encourages the development and improvement of professional staff.

**Principal & AP Satisfaction with Teacher Evaluation System**



**Principal & AP Agreement with Key Positive Components of Teacher Evaluation System**



Note:

1. 2010 data is from the TNTP Survey and 2011 data is from NHPS Central Office Survey (May 2011).
2. Summative Teacher satisfaction data for 2011 is not available.

The evaluation process helps teachers improve their instructional performance by providing specific and useful feedback.

The evaluation process identifies and offers concrete steps to remedy poor performance.

# Supportive and Developmental

*Outcome 2a:* The evaluation process encourages development and improvement of professional staff.

November 1, 2010 Notification as Potential Needs Improvement and March Notification as Non-Renewal

## End of Year Evaluation



# Consequential

*Outcome 3a:* The evaluation process had consequences, establishing a precedent that low performers do not return and high performers are recognized.

## THE NUMBERS

### Staff Not Returning

**Teachers -  
Tenured**

16 Teachers  
(1.3%)

**Teachers -  
Untenured**

18 Teachers  
(2.8%)

34 Teachers\*  
(1.8%)

\* Includes 3 teachers who resigned/retired with new end-of-year ratings of Needs Improvement

**Principals**

4 Principals between '09-10 and '10-'11 (8%)

## THE SIGNIFICANCE

### Respectful in final decision-making...

- Both tenured and untenured teachers received the benefit of the doubt in marginal cases, with 7 tenured and 8 untenured teacher preserving their jobs for this year.

### ...Supportive even in consequences...

- Process allowed teachers to separate with dignity through retirement and resignation; no terminations will be necessary.

### ...But clear about outcome

- Established a clear precedent that professionals who are not effectively serving students will be separated, to create the opportunity for greater student learning.

# Consequential

*Outcome 3b:* The evaluation process was consequential, establishing a precedent that low performers do not return and high performers are recognized.

November 1, 2010  
Notification as Exemplary

End of Year Evaluation



# Continuous Improvement

*Outcome 4:* The evaluation and development process can, should, and must continue to strengthen.

## Challenges and Opportunities

---

### Time

- Distributed leadership has allowed administrators to spend more time in classrooms and supporting teacher development.
- However, creating time for the deep professional conversations remains a challenge

### Paperwork

- Paperwork, though useful, was extensive; transitioning to an on-line talent management system could reduce paperwork and make the process easier to manage.

### Validations

- Validation visits aligned to administrator judgment in 84% of cases: 80% of potential exemplary and 87% of potential needs improvement.
- Over 250 validation observations provided data on the evidence associated with classroom practice ratings which will be used to further calibrate administrators and validators.

### Targeted Support

- Focused training for principals and APs on process, and greater outreach to teachers to provide materials and guidance
- Targeted schools and titles will receive more support from Directors and Supervisors in 2011-12.