

NEW HAVEN PUBLIC SCHOOLS:
PROFESSIONAL EDUCATOR PROGRAM
(PEP)

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ABSOLUTE PRIORITY 1 – AN LEA-WIDE HUMAN CAPITAL MANAGEMENT SYSTEM (HCMS) WITH EDUCATOR EVALUATION SYSTEMS AT THE CENTER

A. A COHERENT AND COMPREHENSIVE HCMS

Investment from the General Teacher Incentive Fund (CDFR 84.374A, Design Model 1 in year 3, with Design Model 2 in place before year 3) competition in New Haven Public Schools will be used to develop the New Haven Public Schools Professional Educator Program, building from a track record of collaboration with local bargaining units in building and two years of implementation of a nationally recognized educator evaluation and development system.

NEW HAVEN'S VISION OF INSTRUCTIONAL IMPROVEMENT

Over the past three years New Haven has implemented a comprehensive, collaborative, and persistent School Change Initiative, centered in the goal of instructional improvement in all the district's 47 schools that will close the achievement gap with the state, cut the dropout rate in half, and ensure that every student is ready and able to be successful in college and career. From the outset of School Change, a central pillar has been a Talent Strategy, with the explicit vision that, "Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes – and this will enable us to attract, develop, and retain the highest caliber staff."

The successful design and implementation of strategies consistent with this vision has placed New Haven at the forefront of the national conversations on school reform broadly, and on educator evaluation and development specifically. These innovations were developed collaboratively between district leadership and the New Haven Federation of Teachers (NHFT) and the School Administrators Association (SAA), and have been fully implemented in all 47 schools for the last two school years. The central features implemented thus far, as they relate to instructional improvement, include:

- A clear emphasis on the relationship between professional competencies and professional impact, represented in the twin emphasis on, first, the development and application of powerful rubrics of professional competence (instructional practice for teachers, leadership competencies for leaders) and second, on the tracking and professional responsibility of educators for growth in student learning and, for school leaders, school performance including culture and climate. This twin emphasis is at the heart of New Haven’s multiple measure evaluation process, which is designed for meaningful developmental feedback for all teachers and for consequential career decisions (see sections B and C).
- Intense focus on schools that have the greatest need to improve their performance through a contractual turnaround process, that rebuilds school-level collaboration and instructional focus that rehires teachers in in turnaround schools through a mutual consent rehiring process, and providing work rule flexibility and extra compensation for teachers in turnaround schools.

Furthermore, the School Change initiative in New Haven embodies a core value of collaboration, not for its own sake, but for outcomes – so that the strengthening of the District and our educators will be done with the District’s educators. This collaboration is reflected not only in contract language strongly supported by educators, but is also reflected in the regular interactions of collective responsibility for outcome in the district, through the districts Reform Committee and other interactions (See Educator Involvement Section). This labor-management collaboration and innovation has been recognized at the national level. The White House recognized New Haven’s work early in the process:

New Haven, CT recently ratified a new four-year contract for their teachers, including a new teacher evaluation system that considers student learning gains in the assessment of teacher performance and that identifies and provides interventions for struggling teachers through a peer-assistance and review program.¹

In May 2012, Secretary of Education Duncan visited New Haven to reinforce his interest in learning from New Haven's during his visit he said "New Haven is at the forefront of tough-minded collaboration, not collaboration around the status-quo, but collaboration around closing the achievement gap."² Union leadership has also lauded New Haven's work. In 2012, Randi Weingarten, President of the American Federation of Teachers, wrote about New Haven:

The first-year results of New Haven's evaluation system, which focused both on teacher practice and student learning and which provided genuine assistance and support for teachers needing improvement, show a positive effect on teacher quality. While much of the media attention was on the teachers who didn't make the grade, the real story was that this collaboratively negotiated approach focused on continuous improvement for all teachers in the district.³

This systemic change of instructional focus is beginning to work: in 2012 the proportion of students who are proficient on the ELA Connecticut Mastery test (grades 3-8) was 65.5%, which was 17.5 percentage points less than the state average of 84%, reflecting a steady decline

¹ White House (July 24, 2009). Fact Sheet on Race to the Top. Retrieved July 22, 2012 from:

<http://www.whitehouse.gov/the-press-office/fact-sheet-race-top>

² Alexandra Sanders, (May 30, 2012). "Education Secretary Arne Duncan discusses school reform at New Haven roundtable; Connecticut approved for No Child Left Behind waiver". *New Haven Register*. Retrieved July 22, 2012 from http://www.nhregister.com/articles/2012/05/30/news/new_haven/doc4fc58475597b1801866324.txt?viewmode=fullstory

³ Randi Weingarten, (January 1, 2012). "Calling the Right Plays to Help Teachers Succeed". *Huffington Post*. Retrieved July 22, 2012 from: http://www.huffingtonpost.com/randi-weingarten/calling-the-right-plays-t_b_1210812.html

from 23 percentage points in 2008. In each of the last three years, New Haven has doubled the states rate of grown on Mastery Tests overall, and the City has seen significant improvement in graduation rates – but much work remains to be done.

AN HCMS SYSTEM LIKELY TO INCREASE THE NUMBER OF EFFECTIVE EDUCATORS

Investment by the Teacher Incentive Fund (TIF) would enable transformative change in New Haven by translating these foundational efforts into a more comprehensive Professional Educator Program, which will touch more aspects of each teacher’s professional life beyond the annual evaluation process, and build the culture and systems of professional excellence in the district. The Professional Educator Program will be a comprehensive human capital management system that builds collaboration, empowerment, and responsibility for outcomes, touching not only individualized evaluation systems already in place in New Haven, but also individualized professional learning/development, targeted pre-service screening and sourcing (including training, selection, and placement), differentiated career opportunities, and differentiated compensation, with evaluation and development of both professional competencies and student and school growth consistently at the core.

Resources from TIF will be used to improve current systems to prepare, select, hire, place, retain and compensate effective educators. It will build capacity to provide career differentiation and job-embedded professional development such as coaching, mentoring, Instructional Rounds; it will deepen a culture of collaboration, empowerment and responsibility for outcomes. While New Haven’s infrastructure is reinforced, the district will identify strategies for reallocating resources within the district to sustain the Professional Educator Program. The Professional Educator Program will increase the number of effective educators and improve student outcomes through the leverage points described below

THE RANGE OF HUMAN CAPITAL DECISION MAKING IMPACTED BY EDUCATOR EFFECTIVENESS

The Human Capital Management System that New Haven has built since 2009 is already **increasing the number of effective educators** in our high needs schools, as evidenced by instructional improvements, by separation from material numbers of low performing teachers and principals, and by the re-staffing of 10% of the district's schools through contractually enabled turnaround. This existing system provides an ideal foundation to construct and strengthen additional components through the PEP program. This section provides an overview of the current and future human capital decision-making system, and the strong and strengthening relationship to the core educator evaluation system.

NHPS agrees with the USDOE that the core of a Human Capital Management system must be an effective evaluation system, and has invested in that developing and implementing that engine over the last three years. The New Haven evaluation and development systems for both teachers and principals were developed through collaborative process, are rooted in an annual professional feedback and conference process, and result in one of five annual summative ratings (Exemplary, Strong, Effective, Developing, Needs Improvement) based on professional competencies and student and school growth outcomes. The evaluation systems have implemented for all teachers and principals in the district over the last two school years, and are described in full in Section B; Professional Development, both through the embedded coaching of the evaluation process and more generally through other coaching and professional learning opportunities, is described in full in Section B and C respectively. The remainder of this section deals with the other elements of the district's current and proposed Human Capital management systems. With TIF support, New Haven can implement an immediate series of immediate activities during Year 1 (2012-13) of the project on the basis of existing bargaining agreements.

Refinement and deepening can happen for Year 2 (2013-2014). Additional future activities will be the result of negotiations with the NHFT and SAA, which are scheduled to occur in the summer of 2013 to create new contracts beginning Year 3 of the grant (2014-15).

Teacher Pre-Service (including teaching training, selection, and initial placement and support): The district has already expanded beyond traditional routes to recruit and support effective new teachers. One source for New Haven is Teach For America (TFA), with particular emphasis on minority and shortage area hiring. The district also participates in several innovative preparation programs with local colleges or universities that seek to place student teachers and interns, taking steps to integrate their university and school-based experiences. New Haven Public Schools has also has an established teacher mentoring program – it is required by the state, but New Haven has invested particular energy in effective implementation, and in alignment of the mentoring process to the TEVAL competencies and development process in order to transition teachers from pre-service to in-service.

In order to strengthen the effectiveness of teachers entering district classrooms, New Haven will expand its efforts in selective sourcing from multiple educator preparation models (alternative, lab, co-located and Professional Development Schools). This selective sourcing will be rooted in the TEVAL system, expanding the use of TEVAL competencies and effective teachers to screen and select candidates. First, New Haven will maximize the “pre-teaching” experience of candidates within New Haven schools, and the rigor of screening conducted in that “pre-teaching.” By ensuring placement with effective teachers, and by empowering those educators and their managers to utilize the educator effectiveness evaluations as a screening tool, the district will project educator evaluation into teacher pre-service – and enable early and strategic hiring of those pre-teachers who are rated highly on the educator evaluation system. To

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accomplish this New Haven will replicate its current work with Albertus Magnus College (AMC), where students take their applied method courses as interns within New Haven Public Schools, and will screen those interns using the TEVAL competencies. In addition, New Haven will expand the University Lab programs for student teachers conducted by Southern Connecticut State University (SCSU) and Quinnipiac University, again, ensuring screening of student teachers using the TEVAL framework, and building a system to deliver early offers to students scoring highly as student teachers on the TEVAL rubric.

To support the strategic selection of teachers, by the end of the grant period, the Talent Office will have the capacity for strategic and accelerated teacher hiring. This will include projecting how many new positions are needed, and strategic hiring for the highest-needs schools in the district (Peer Group C), which will enable early offers to highest potential teachers, as identified through the Pre-Service work of the Talent Office.

Under the Professional Educator Program, New Haven will use the TalentEd system to capture and utilize information about teacher effectiveness to:

- Ensure that the supervising teachers supporting student teacher are effective teachers
- Identify promising pre-service teachers and make job offers to those teachers early in the hiring cycle.
- Provide feedback to teacher preparation programs based on the TEVAL ratings of new teachers produced by those programs.
- Identify and increase strong teacher preparation programs identified by the effectiveness of teachers produced by those programs and their district retention.
- Encourage effective and strong teachers to work in New Haven's highest need schools.

These multiple strategies, grounded in the TEVAL system, will increase the effectiveness of new teachers hired into New Haven, with emphasis on the highest needs schools.

Teacher Differentiated Career Opportunities: Currently, career development for teachers is ad hoc. Those teachers who are interested in school leadership can enter the leadership development pipeline, described below. But otherwise, although teachers may take on different forms of teaching roles, including different coaching and out-of-classroom roles, those roles are not managed through connection to educator effectiveness, and there is not material evolution of teacher's career through conscientious selection, targeted evaluation, and differentiated compensation. The systems built through TIF and the PEP program will create meaningful career differentiation, starting with the foundation of individualized development built in the TEVAL system in order to focus on career differentiation opportunities for effective teachers.

This career differentiation is intended to better utilize the skills of New Haven's effective teachers, to improve overall instruction, and to increase teacher satisfaction leading to improved retention of effective teachers. In Year 1 New Haven will work in collaboration with the Talent Council (see the Project Management Section) to:

- a) Modify the existing TEVAL systems to encourage career planning for strong and exemplary teachers, to explicitly consider the ways to support the professional learning of other teachers.
- b) Identify additional *Expert Teacher* roles for exemplary and strong teachers, with extended duties, as enabled by the current language of the NHFT contract (From NHFT Contract, Appendix B section 3b: "Compensation Enhancements for Differentiated Roles and Other Activities. Compensation enhancements may be proposed in connection with various roles, including but not limited to the peer assistant/evaluator. Such roles shall be

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made available to those teachers who demonstrate the highest levels of validated performance per the District’s evaluation system, irrespective of seniority. Enhancements may also be offered in connection with other activities, including but not limited to agreeing to teach in certain schools, such as reconstituted schools.”) Exemplary and strong teachers would be eligible for these positions, with appropriate selection including verification of instructional expertise and support from peer professionals. Supervisors could make the final selections from the eligible pool. This position will include extra duties for teachers –including formal responsibility to support individual and professional growth of teachers - and would include a stipend of up to \$5,000. Duties for Expert Teachers will depend on the particularly strong aspects of their practice, as identified by the NHPS instructional practice continuum of TEVAL. These duties could include:

- i) Curriculum/Assessment Specialist, with responsibility to support individual teacher planning and district curriculum and assessment design (For teachers with strength in planning and assessment dimensions of TEVAL).
- ii) Instructional Delivery Specialist, with responsibility for supervising student teachers, new teacher mentorship, and various ways of serving additional students (Summer School, tutoring, distance learning) (for teachers with strength in classroom instruction dimensions of TEVAL).
- iii) Youth Development Specialist, with responsibility for supporting colleagues in youth development activities, including organizing advisory and de-escalation of students (for teachers with strength in supportive instruction and relationships of TEVAL).

Expert Teachers may also be designated as Instructional Coaches or as Instructional Managers (IM). As an IM the Expert Teacher evaluate, teachers who have are willing to be

evaluated by their peers. The existing TEVAL system allows for IM, and through the Professional Educator Program, New Haven expects this practice this to expand, reducing the burden on administrators.

Teacher Differential Compensation: Another foundational component of the current human capital system is the effort to attract effective teachers to turnaround schools. This component supports active steps to improve the effectiveness of teachers in these schools through selective placement and compensation. All teachers in turnaround schools re-apply for their jobs, which resulted in the transfer of teachers who were not expected to effectively work within the turnaround context. The district and the NHFT have already negotiated and implemented differentiated compensation for educators who work in high-needs schools, and turnaround schools, in particular (See Optional Attachment OA1 and OA2).

NHPS will accelerate efforts to retain effective, strong, and exemplary teachers through compensation. The negotiations with the NHFT will occur the summer of 2013 to be implemented in Year 3 of the grant (2014-15). The differentiated compensation budget for TIF was created to allow for additional compensation of up to \$1,000 for those rated Effective (2), up to \$5,000 for those rated Strong (4) and up to \$10,000 for Exemplary (5). This budget is significant enough to be used to leverage changing the salary schedule, which would be preferred, and these decisions will be discussed throughout Year 1 of the grant period. In addition, New Haven will seek to expand the stipends (up to \$3,000 per teacher) available to effective teachers in the highest-needs schools in the district (Peer Group C, with the highest percentages of mobility, special education, and ELL). This effort is targeted for implementation in Year 2 of the grant, based on use of the existing NHFT contract language.

Principal Pre-service (including leadership training, selection, and initial placement

and support): Since the launch of school change in 2009, the systems of pre-service and leadership development have been a priority for the district. Leaders are recruited and developed in several voluntary leadership pre-development programs, including Future Leaders (for Exemplary classroom teachers; new coaches or team leaders), Emerging Leaders (for Exemplary teacher-leaders or coaches ready for AP positions or residencies), the NHPS & Achievement First Residency (an ARC Certification Program in partnership with the local high performing charter school network, designed to accelerate future and exemplary leaders all the way to school leadership positions), and High Potential Leaders (APs and other leaders ready for principal positions). PEVAL competencies are used to select promising leaders for leadership opportunities and pre-leadership training programs. The training provided focuses on the Instructional Rounds process, described in Section C, where leaders in pre-development programs collaboratively visit schools with experienced leaders to grow instructional and culture leadership skills. These interns are included in leadership professional development, evaluated using leadership framework, and can be used as instructional managers. The selection process for principals and APs was adjusted in the spring of 2012 to focus intensely on demonstrated competencies, including in an experiential interview process. During the summer of 2012, a New Leader “Bootcamp” based on PEVAL competencies was provided to new principals, including the opportunity to work with their new teams. New Haven has existing plans and funding to work through the Connecticut Center for School Change to use the New York City Leadership Academy (NYCLA) model for to train coaches for newly hired leaders. A cohort model is used currently for new leader training and support and for training and support for the coaches.

As it develops a more comprehensive pre-service HCMS for leaders, New Haven will build from its current trajectory for new leader development. For leaders grown from within the district, New Haven will use TEVAL and PEVAL evaluations to identify leadership program candidates. When recruiting from outside the district, New Haven will screen for effectiveness and key emerging leadership competencies such as people management. By the end of the grant period, the Talent Office will strengthen the new leader pipeline including activities such as:

- 1) Develop on-going tracking of all developing leaders, their competencies, and ideal succession opportunities. This will include, by December of each year, a confidential list of those internal candidates with the highest potential to move into principal positions.
- 2) Accelerate principal hiring schedule to attract higher caliber candidates, allow for more effective planning.

Principal Differentiated Career Opportunities: As with teachers, the career development of principals is currently relative ad hoc: some may become central office administrators, some may be tapped for discrete projects, but the district has not taken a systematic view to how to provide career opportunities and additional opportunities for leverage for the District's strongest leaders. Under the PEP program, the district will focus on self-conscious designation of mentor leaders, selected from among strong and exemplary teachers and with clear differentiation in responsibility and additional compensation (up to \$5,000). New principals have and will continue to receive mentoring and support from these mentor principals, with greater structure and focus. Principals will have designated responsibilities to support the professional learning of colleagues such as mentoring new principals and Emerging Teacher Leaders, and facilitating instructional rounds. These roles will be developed during Year 1 of the grant and rolled out in Years 2-5.

Among Assistant Principals, NHPS will pursue career differentiation for those assistant principals who are in long-term building management positions, and those who are on a trajectory for a principal position. Career planning and differentiated development opportunities will begin this effort. In Year 2, Assistant Principals who are on an effective management track, i.e. those who will remain in that role, will have career differentiation opportunities in mentoring other Assistant Principals in duties such as operations management, student discipline and parent outreach. Those who are on the leadership track to become instructional leaders will have career differentiation opportunities focused on training, coaching, and organizational management. More formal differentiation of roles will be discussed in the throughout Year 1 and in SAA negotiation of 2013. Additional mentorship responsibilities could come with stipends (as with teachers and principals) of up to \$5,000. Ultimately, by the end of the grant period, some assistant principals will be in the management track, with differential accountability related to their actual role, whereas others will be in an instructional leadership career track, with clear and individual 360 degree accountability.

Comprehensive human capital management of the school leader workforce will also build from the existing progress in New Haven, including the PEVAL system and the extensive network of leadership development programs. The capacity and strength of the Talent Office, working in partnership with the Directors of Instruction, will enable individual career planning for New Haven's administrators. In addition to managing data from the PEVAL process, the Talent Office will use an assessment to map the administrator's current leadership skill set, including 360 feedback, and identify a pathway for growth within the New Haven leadership framework. This information will be used to plan for both new hiring to and development of the leader workforce.

Principal Differential Compensation: Currently in New Haven, the salary scale for principals is tied to the size and level of the school. Under the PEP program, in addition to the mentor principalship compensation described above, the district will focus on incentives for effective leaders to work in higher needs (Tier II and III) schools. New Haven has demonstrated its ability to replace principals (the four who left after receiving low ratings) with high potential internal and external candidates. New principals were supported with a new principal cohort, focusing on development of leadership competencies as well as logistical support for their transition. Through negotiation with the SAA in 2013, effective leaders (rated Strong (4) or Exemplary (5)) could receive bonuses of up to \$5,000 for working in high-needs schools. This seems to be a particularly important tool for increasing the equitable distribution of effective educators given Milanowski et al's findings (July 20, 2007) "...a principal with a reputation for being supportive increases the likelihood of job acceptance by over 19 percent (16.85+2.43). To get this effect with a higher base salary would require an increase of over \$25,000..."

Performance incentive and retention tools for leaders will mirror those for teachers, and will be negotiated in 2013, to be implemented in the 2014-15 school year. This is designed to include differentiated compensation for strong and effective leaders. The current plans envision differentiated compensation of up to \$10,000 for exemplary principals, and \$5,000 for strong.

WEIGHT GIVEN TO EDUCATOR EFFECTIVENESS

Over the last few years, New Haven has built the core engine of an evaluation and development system – but used it primarily only for separation decisions (described in section B), and to encourage individual professional feedback and development (described in sections B and C). Under the new PEP program, New Haven's educator effectiveness will become a more pervasive influence through the human capital management system. Effectiveness ratings will

continue to be the determinant in retention decisions, and will become the major component for career alternatives, compensation, and pre-service selection. Being rated effective will be necessary for additional duties and compensation in high needs schools. Being rated effective will be a screening device for educator career differentiation. Effective ratings will be necessary for receiving the performance/retention incentives to be negotiated in 2013. Effective ratings will be associated with recruitment bonuses for hard to staff positions to be negotiated in 2013. Performance evaluations will continue to be a central data source in identifying individual professional learning opportunities.

FEASIBILITY OF HUMAN CAPITAL MANAGEMENT SYSTEM

New Haven has already implemented a high quality evaluation system, as described in section B. This foundation makes the rest of the human capital system highly feasible, particularly with the investment of TIF resources to support the transition to a fully embedded human capital management system. The implementation of both the evaluation development system and the planned human capital management system has been staged to build confidence in the evaluation and development system, and to lead to the most effective implementation of subsequent components of the human capital management system.

In order for educator evaluation to shape human capital system broadly, the district must not only have a rigorous, valid, and reliable individual educator evaluation system – the district must have the ability to efficiently extract and use information from that evaluation, both to inform individual human capital management systems and to inform overall system and policy development. The district took a key step in future integrating human capital management systems by purchasing the TalentEd online platform for performance evaluations in January 2012. The platform was adopted in order to streamline paperwork and tracking between

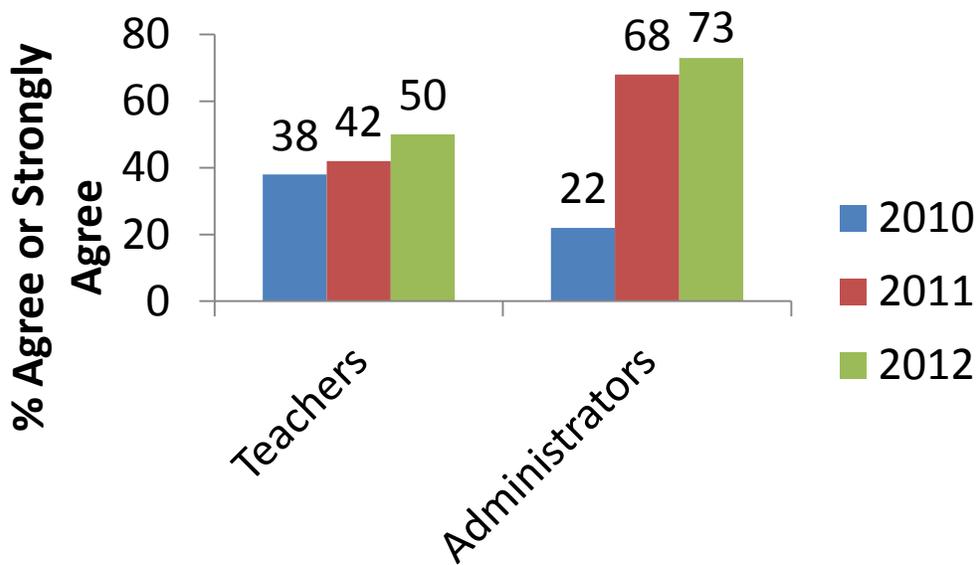
teachers and instructional managers. More powerfully, the new platform will enable leaders to engage in deeper analyses of teacher competencies across schools and across the system, to targeting professional development and otherwise ensure that district priorities reflect the actual details of teacher evaluations. The district is already tracking student learning at the classroom level in ways that can inform the HCMS, and the TalentEd Perform platform can be mapped to the student growth data in SchoolNet and other sources, as described in Section B on Educator Evaluations.

The commitment of district union and administrative leaders, the proposed governance structure of the Professional Educator Program, the resources provided by New Haven, the proposed implementation timeline and the TIF grant all further reinforce the feasibility of the PEP program moving forward. The leadership at the district and union level has demonstrated its commitment to negotiating reforms to improve human capital systems in New Haven. A proposed governance structure for the grant, the “Talent Council,” builds off of the Reform Council used to negotiate prior human capital innovations. A significant majority of the members of the Talent Council are union appointed signifying both their engagement and voice in the process for developing the Professional Educator Program (see Mandatory Attachment (MA) 3). The implementation timeline for the proposal provides time and support for the Talent Council to learn about and prepare for the 2013 negotiations which will finalize the Professional Educator Program. The Professional Educator Program will improve the overall effectiveness and equitable distribution of teachers in New Haven.

COMMITMENT OF NEW HAVEN LEADERSHIP

New Haven’s commitment to talent development and a viable human capital management system is demonstrated by the progress made so far in developing the evaluation and development system. School system, union, and city leaders are not only committed – they have already delivered on the idea that Talent is a core feature of school change, and have followed that commitment with the persistence to design and delivery a model evaluation and development system. Many of the hard battles have been fought, several of the key components in a culture shift to using evaluation data do make decisions are working and student achievement is improving. Educators are also supportive and committed: Administration, principals, and union leaders engage regularly in discussions about next steps, and educators continue to express satisfaction with the progress as illustrated in Figure 1 below.

Figure 1: Response to the question “Overall, I am satisfied with the teacher evaluation process



This chart shows satisfaction with the evaluation systems has increased over time. By 2012 the majority of teachers and three out of four administrators are satisfied with the teacher evaluation system.

ADEQUACY OF FINANCIAL AND NON-FINANCIAL INCENTIVES

New Haven's PEP system will use both financial and non-financial incentives that will be adequate to build the culture and systems of coherent human capital management. First, the non-financial incentives are significant: the intrinsic reward of recognition from colleagues as an expert teacher, as well as the ability to extend the profession in the areas of particular competence, will be significant for many educators. The Super-Sub program will significantly increase the ability of expert teachers to free time to contribute to professional growth, meaningfully reducing the obstacles to participation.

In addition to the non-financial incentives, the financial incentives are also significant, for a range of different differentiated compensation alternatives under PEP:

- 1) Compensation for extra duties for selected educators that have been rated effective.
 - a) For effective Principals, all extra duties will be on-top of existing duties. For effective Teachers, there will be two tracks of duties. First, will be extra duties on top of existing duties. Teachers in these roles will be called *Expert Teacher*.
 - b) A second group of teachers, called *Emerging Leaders*, whose extra duties temporarily (up to three years) take them out of the classroom as they provide teacher leadership.
- 2) Bonuses for teachers and principals who are rated effective on the TEVAL and PEVAL systems.
- 3) Compensation for effective and above educators who work in high-needs schools (identified as Peer group C schools with the highest mobility, Special education, and ELL populations).

For both teachers and leaders, the estimated size of these bonuses and stipends are appropriate for the purposes of significantly increasing the effectiveness of the educator workforce through recruitment and retention and increasing the equitable distribution of effective

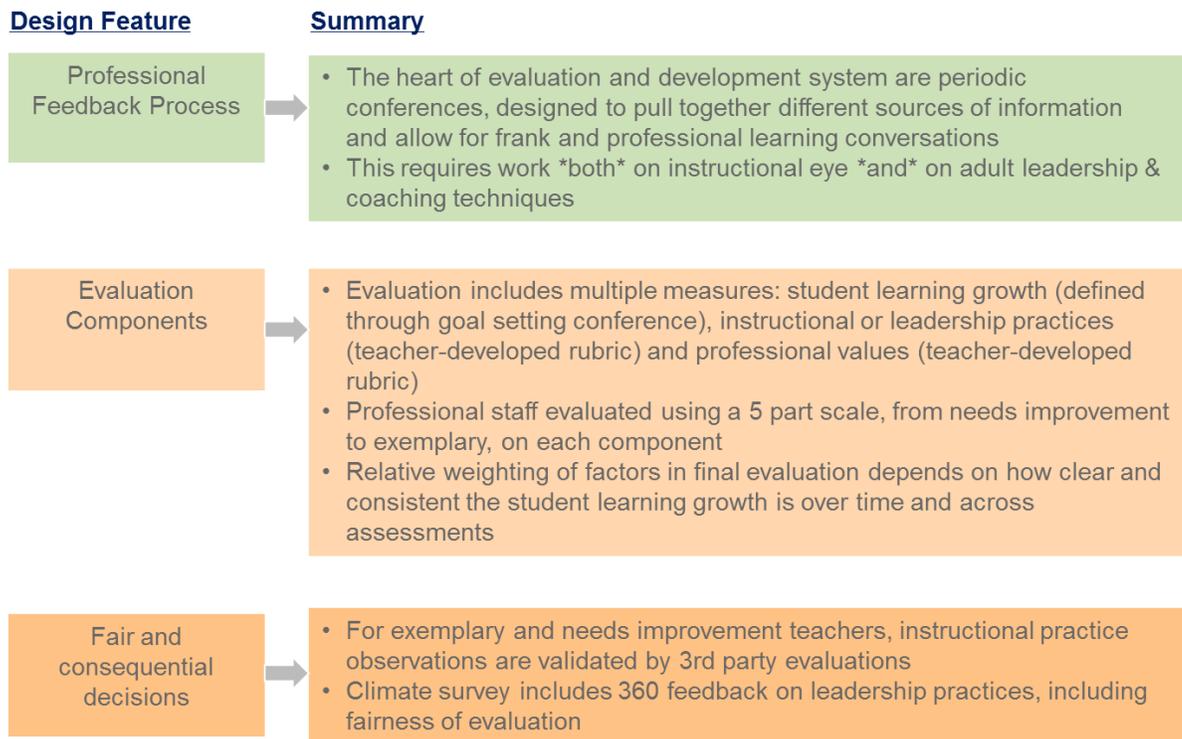
educators. Proctor et al (2011) suggests incentives of \$2,400 were adequate to marginally increase recruitment of highly qualified teachers within context of a reformed human capital system. Clotfelter, Glennie, Ladd, and Vigdor's (2006) had similar conclusion that a relatively small bonus (\$1,800 per year) for math, science, and special education teachers teaching in high poverty or struggling schools reduced turnover by 12%. Research on stipends for only student growth does not show an effect (Springer, 2010), however, the research is limited on systems that both reward and support teachers in their professional learning. New Haven is prepared to continue to be a trailblazer.

ABSOLUTE PRIORITY 2 – LEA-WIDE EDUCATOR EVALUATION SYSTEMS BASED, IN SIGNIFICANT PART, ON STUDENT GROWTH

B. RIGOROUS, VALID, AND RELIABLE EDUCATOR EVALUATION SYSTEMS

The heart of New Haven's HCMS is an educator evaluation system that includes both professional competencies and student growth and individualized professional learning plans. These education evaluation systems were designed for both teachers and principals/assistant principals in 2009-10 and fully implemented in the 2010-11 and 2011-12 school years, each step in collaboration with the NHFT and the SAA. The system is designed to be fair, developmental, and consequential, providing high quality feedback to all educators and allowing struggling teachers to receive the intensive support to improve, and fair decisions about those who cannot improve and must separate from the school system. Two years of actual data from system-wide implementation demonstrate that the system is achieving these goals. Through this nationally recognized teacher evaluation and development system, as well as through its recruitment and selection, New Haven aims to ensure that there is an effective teacher in every classroom. The key design features of the evaluation systems are illustrated in Figure 2.

Figure 2: Design Features of the New Haven Educator Evaluation Systems



To enable adults to be managed as professionals, in October 2009, New Haven and the New Haven Federation of Teachers (NHFT) signed a landmark teachers' contract. The contract was an important step in laying the groundwork for *School Change*. It established a new teacher evaluation and development system (TEVAL) created collaboratively by New Haven and the NHFT. The agreement also gave the district new flexibility to make significant changes in staffing and structure at low-performing schools. The design of the TEVAL system was finalized in 2009-10 school year and deployed throughout the district in 2010-11.

HIGH-QUALITY RUBRICS

The evaluation system in place in New haven since the 2010-2011 school year for all educators in New Haven assigns a single annual summative rating, from among a 5 part of scale spanning from exemplary to needs improvement. For both teachers and for principals, the

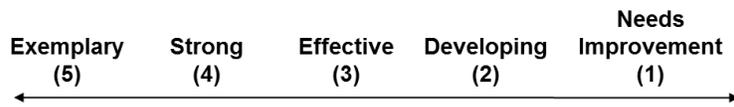
evaluation synthesizes student learning outcomes (described below under growth) and observed professional competencies, using high quality rubrics for both. The overall structure is illustrated for teachers in **Error! Reference source not found.**, and is exactly the same for leaders with the replacement of Leadership Practice for Teacher Instructional Practice, and the incorporation of school level growth in addition to school learning outcomes:

Figure 3: Components of the Teacher Evaluation System

Teacher Evaluation and Development Focuses in 3 Areas

<u>Component</u>	<u>Measured By</u>	<u>Materials</u>
Student learning outcomes	<i>Growth</i> in student learning (i.e., growth on state, district, or other assessments) and attainment of academic goals that are rigorous and aligned to standards	Conference Goal Setting Materials
Teacher instructional practice	Instructional manager judgments of observed teacher performance in the domains of Planning and Preparation, Classroom Practice, and Reflection	Instructional Practice Performance Continuum
Teacher professional values	Instructional manager judgments of observed teacher behavior that address a set of characteristics including professionalism, collegiality and high expectations for students.	Professional Values Performance Continuum

At the end of each year, all teachers will be assigned a rating that indicates their level of performance for each component on the following scale:



The instructional practice continuum applied to teachers, like the other parts of the evaluation, was designed in deep partnership with committees of teachers. The framework includes three steps of instruction in planning, classroom practice, and reflection, and in each part of the process, the teacher is evaluated and coached on the elements of purposefulness, supportiveness, and meaningfulness of the instruction. Within classroom practice, for example,

there are 4 indicators under purposeful instruction, 3 indicators under supportive instruction, and 3 indicators under meaningful instruction, and there are 19 indicators overall: the teacher instructional practice framework is backed by a detailed continuum that defines each element in greater detail, as well as observational frequency expected for any given component (see optional appendix for detail). An area of further implementation throughout the TIF supported Talent Office is to use the tracking of these individual component ratings to support individualized professional development, including in identification of expert teachers with strengths in the same component areas.

Similarly, principals have 5 domains of professional competency undergirding their evaluation and development, synthesized from high quality rubrics gathered by the PEVAL committee of administrators and teachers, and each with sub-elements. These are as follows:

- (1) Vision: Set clear direction for the school community; identify and address strategic opportunities and challenges; plan for and manage change
- (2) Instructional Practice: Prioritize instruction and student learning; support good curriculum, assessment, and pedagogy (including infusing technology across the curriculum); use data to inform instructional decisions
- (3) Culture: create standards of excellence; build and maintain a focus on student learning; engage families and other stakeholders, and maintain stakeholder commitment
- (4) People Leadership: lead teams and delegate responsibility; develop instructional and leadership talent; and effectively manage staff (i.e. TEVAL process)

- (5) Operational/Organizational Leadership: build effective organizational structures; build effective organizational systems; maximize available resources, including finances and time

The PEVAL and TEVAL process ensures that teachers and leaders are rated and receive coaching and feedback across each aspect of the leadership competencies. For both teachers and leaders, these frameworks not only form the basis of observations, but also provide structure to pre-service development and leader professional development.

STUDENT GROWTH MEASURES

Beyond professional competencies, the other aspect of evaluation is the demonstrated impact on student learning (for teachers) and student learning and school impact (for principals). Importantly, all elements of student learning included in evaluation and development emphasize growth – that is, the advancement of learning relative to peers with a similar academic history. This is important because it enables some control for environmental factors, so that like students are compared to each other, and because it better reflects the actual contributions of individual teachers over the course of the year.

Student learning growth is measured by the actual student progress for students taught by a given teacher, relative to goals established at the beginning of the year by a teacher and an Instructional Manager (IM) (i.e. a Student Learning Objective, or SLO, methodology). At the goal setting conference each teacher, along with the IM, selects at least two student-learning measures and develops rigorous goals for each measure. During the mid-year conference student learning measures and progress are reviewed and adjusted as appropriate. Growth level ratings are assigned at the end-of-year conference for each goal based on student learning progress. Teachers are responsible for bringing as much data as is feasible and appropriate to their goals to

the mid-year and end-of-year conference. This methodology is designed both to allow for flexibility in different classes and situations, and also to increase the degree to which teachers take responsibility for the learning goals – and results – accomplished by their students.

Student-learning measures include both tested knowledge (state tests, district assessments) and demonstrated skills (e.g. student work/portfolios) and will vary depending on content area, grade, and teacher. Student performance on the Connecticut Mastery Test (CMT) should be included as a student learning measure for teachers who teach CMT-assessed subjects in grades 4-8. A framework of relevant assessments by grade level and content area is included in the Goal Setting Worksheet.

The IM assigns a student-learning growth rating based on review of the available interim data and information discussed at the mid- and end-of-year conferences. Ratings are assigned based on district-wide guidelines, using multiple years of student growth compared to academic peers and across measures, in a system designed to capture clear and consistent trends in student learning, and not year-to-year or instrument-to-instrument variation:

- Exemplary (5): Consistent (i.e. 2 out of 3 years) top growth for students
- Strong (4): A preponderance of evidence points to above average learning growth,
- Effective (3): A preponderance of evidence reflects average student learning growth, and/or mixed results
- Developing (2): A preponderance of evidence points to below average student learning,
- Needs Improvement (1): Consistent (i.e. 2 out of 3 years) low growth for students

The goal setting guidance chart in **Error! Reference source not found.** shows the assessments used in the process and further illustrates how teachers of non-standardized tested subjects measure student growth.

Figure 4: Growth Setting Guidance for the TEVAL

Teachers by Subject and Grade	Growth Measures to Be Used in 2010 – 2011	Growth Measures to Be Used in the Long-term
General Ed (including Bilingual) (K-3)	<ul style="list-style-type: none"> Teacher and IM selected (2+) 	<ul style="list-style-type: none"> District-wide assessment aligned to guiding principles Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (as needed)
General Ed (including Bilingual) (4-6)	<ul style="list-style-type: none"> CMT (Reading, Math, Writing) Teacher and IM selected (1+) 	<ul style="list-style-type: none"> CMT (Reading, Math, Writing) District-wide assessment aligned to guiding principles Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (as needed)
English & Math (7-8)	<ul style="list-style-type: none"> CMT (Reading, Math, Writing) Teacher and IM selected (1+) 	<ul style="list-style-type: none"> Teacher and IM selected (as needed)
Social Studies, Science, & World Languages (7-8)	<ul style="list-style-type: none"> Teacher and IM selected (2+) 	<ul style="list-style-type: none"> District-wide assessment aligned to guiding principles Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (as needed)
English, Math, Social Studies, Science, & World Languages (9-12)	<ul style="list-style-type: none"> Teacher and IM selected (2+) 	<ul style="list-style-type: none"> Teacher and IM selected (as needed)
Specials/Electives (e.g. Art, PE, Music, Tech Ed) (K-12)	<ul style="list-style-type: none"> Teacher and IM selected (2+) 	<ul style="list-style-type: none"> Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (1+)
ESL (K-12)	<ul style="list-style-type: none"> CMT (Reading, Writing) where appropriate / applicable by grade Teacher and IM selected (1-2+) 	<ul style="list-style-type: none"> CMT (Reading, Writing) where applicable by grade District-wide LA assessment aligned to guiding principles, where appropriate Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (as needed)
Special Education (K-12)	<ul style="list-style-type: none"> CMT or MAS (Reading, Math, Writing) where appropriate / applicable by grade and student inclusion Teacher and IM selected, based on IEP (1-2+) 	<ul style="list-style-type: none"> CMT or MAS (Reading, Math, Writing), where appropriate and applicable by grade District-wide assessment aligned to guiding principles, where appropriate Portfolio-based assessment of 21st Century Competencies Teacher and IM selected, based on IEP (as needed)

For principals, the goal setting process is the same, with principals setting goals with the Director of Instruction who manages and coaches them, and APs setting goals with the Principals who manage them. However, for principals and APs, the goal setting options include, in addition to improvement in student learning, as reflected in summative growth in academic performance, the ability to add additional goals which speak to school growth and improvement. Typically, these measures are drawn from New Haven’s annual school learning environment survey, recently implemented for the 3rd time and including upward feedback for administration each time. In this second category, specific feedback goals can be set to reinforce the leadership

competencies described above, including to measure improvement in the five domains of the survey (academic expectations, collaboration, communication, engagement, and safety & respect), and/or to measure change in specific questions in the survey, several of which provide specific feedback on the principal (i.e. teachers asked their degree of agreement with the statement “I feel supported by my principal”). See a sample learning environment survey in the appendix. Furthermore, principals may select other school performance goals beyond standardized assessments and climate surveys, including student retention and success indicators and student, teacher and administrator attendance rates

Future plans under the Professional Educator Program are to strengthen the Student Growth component of the evaluation system during implementation of the Professional Educator Program include improving training on Student Learning Objectives. Objectives of this training include maintaining equal rigor across leaders and improving IM feedback to teachers. The TalentEd system will be used to track goals to ensure rigor across the district. As discussed in the prior section Teacher Leaders will be used to provide timely feedback and support. Emerging Teacher Leaders are expected to help with the validation of observation and growth measures when there is a contested score. In addition, moving forward with the support of the TIF grant, the district plans to develop more explicit upward feedback on all IM’s, so that a condition of evaluating and coaching teachers is to be included in an annual feedback surveys of the specific teachers managed by any IM, whether principal, AP, or teacher IM, on the quality of the of evaluation and coaching provided.

The innovative Colorado Growth Model is currently provided as data to support the goal setting process for both teachers and schools. This statistical tool uses longitudinal student assessment data to calculate valid and reliable measures of student growth relative to similar

students. Data produced from the Colorado Growth Model is used in tiering and its use in the student learning goal setting process can be expanded as teachers and leaders become more comfortable with the calculation. New Haven is the only district in Connecticut that uses this innovative methodology, which is also used in Colorado and at least thirteen other states.

HIGH QUALITY PLAN FOR EDUCATOR OBSERVATIONS, INCLUDING TEACHER AND PRINCIPAL SPECIFIC ELEMENTS

The centerpiece of conducting the evaluation and development process are required regular, substantive and collegial discussions between a teacher and that teacher's Instructional Manager (IM), or between a principal and the Director of Instruction. The IM may be the Principal, Assistant Principal, or other administrative leadership. In an innovative development, the IM may also be a teacher in an out-of-classroom role, when the individual teacher agrees to have their evaluation in the hands of that person. To maintain the professional learning orientation in the TEVAL, each educator has a single manager who is responsible for his or her evaluation and development – those managers have been mapped to be sure that all educators have someone who is evaluating and coaching them. The manager, at his or her discretion, can bring other administrators into the process to gather as complete and accurate a set of information as possible and to provide a full range of support – but the professional conferences must always be between the manager and the educator.

Each conference includes discussions of professional goals and steps for teachers to accomplish those goals. School leaders believe the system has supported development. The goal of these evaluation and development conferences is to provide comprehensive and constructive feedback to each teacher, including all the elements of teacher evaluation, and to set a defined plan of development opportunities for the teacher. The conferences anchor the rest of the

evaluation and development process, and the foundation of the professional relationship between teacher and IM. The ratings for the three evaluation components are synthesized into a final summative rating at the end of each year based on the matrix of performance provided below.

New Haven has already implemented two years of evaluation calling for multiple educator observations. Currently, at least 2 observations are conducted for all teachers, with at least one required to inform each conference – with additional observations and validation for teachers who are on the trajectory to be rated needs improvement (1) and exemplary (5). Rather than an exclusive emphasis on formal observations, Instructional Managers have the authority to conduct more frequent, informal observations. Teachers may request a formal classroom observation for the classroom portion, if they prefer, though that would not preclude IMs from making additional instructional rounds. Observations are not limited to classroom observations, but include diagnostic and planning sessions, and other professional interactions that contribute to learning and the school community.

If, through the goal setting process and early observations, an IM believes a teacher has the potential to be rated either needs improvement (1) or exemplary (5) at the end of the year, then they must notify the teacher and the central office. This kicks off an innovative validation process, whereby mutually agreed third party validators accompany the IM for three subsequent formal observations, including one announced and two unannounced. The ratings of the IM and validator are compared at the end of the year, to assess the fairness and calibration of the IMs ratings. Where there is a discrepancy, that discrepancy is accounted for in the final evaluation rating assigned by the district and the positive and negative consequential decisions which follow from the rating.

Principal observations are conducted primarily by the Director of Instruction, though at least two school visits a year. Curriculum Supervisors, consultants, and others who interact with the principal may provide input through the Director of Instruction. The Learning Environment surveys described above can also provide input on the leadership competencies, as can a wide range of other qualitative information. Over the last several years, Cambridge Associates have worked with the Curriculum Supervisors and the Directors of Instruction to strengthen and calibrate school observations and feedback mechanisms.

Future improvement of the system under the Professional Educator Program will include improving inter-rater reliability and improving the process for validating ratings, including training and using Teacher Leaders and Emerging Teacher Leaders as validators. This will build capacity within the district to identify and measure excellence in teaching and leading. It will also expand the number of possible validations, enabling validations to extend to strong and developing ratings as needed. Future improvements to the leadership evaluation system are focused on differentiation of rubrics for the different roles consistent with the differentiated career opportunities described earlier. Also, New Haven will increase the role of Directors of Instruction in Assistant Principal Evaluations, in order to ensure the rigor of those evaluations – the distribution is similar to the distribution for principals.

Educator's final ratings are a combination of the three evaluation elements: Instructional or Leadership Practice, Professional Values and Student Learning Growth. First, the IM arrives at a rating that combines the Instructional Practice and Professional Values ratings based on observations of practice. The Instructional Practices rating accounts for 80% of this observational rating. As discussed above, the IM also assigns a Student Learning Growth rating is arrived at through a process of conferences and goal setting. The final rating is assigned using

the matrix in Figure 5 (this matrix is also used to arrive at final PEVAL ratings). The matrix shows the intersection of these observation and growth components and how they translate to a final rating. For example, a teacher with a Student Learning Growth rating of 5 (Exemplary) and a combined Instructional Practice/Professional Values rating of 3 (Effective) will receive a final rating of 5 (Exemplary). In practice, the weight of the student learning growth varies by the clarity and consistency of the student growth that a teacher or leader has produced, in some cases accounting for more than 50%, and it is significant in all instances.

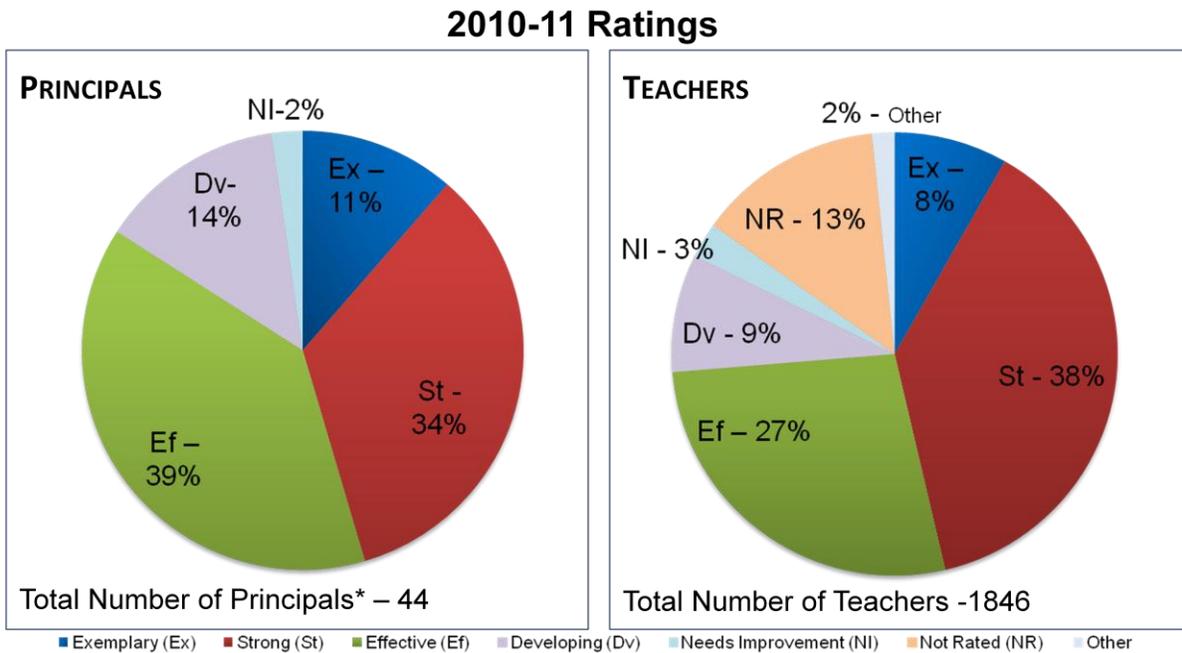
Figure 5: Matrix for Determination of Final TEVAL and PEVAL Ratings

		Student Learning Growth				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

The TEVAL and PEVAL systems are able to differentiate between teachers and identify effective teachers and are tied to development, consequences, and continuous improvement.

Figure 6 below illustrates the distribution of scores on the PEVAL in its first year of implementation. The student growth component of the TEVAL system uses multiple years of data for students, this method was shown by Rockof and Speroni (2009) to be a more reliable predictor of student growth. It shows that the system differentiated among teachers with 2% scoring at the lowest level and 11% of principals scoring at the highest level. A similar distribution was produced by the TEVAL system.

Figure 6: Distribution of TEVAL and PEVAL scores in 2010



The New Haven TEVAL and PEVAL systems are already rigorous enough to produce consequences. High performing teachers are recognized: after the 2010-11 school year there were 36 teachers validated as exemplary using the new teacher evaluation system. Teachers identified as Needing Improvement and Developing receive intensive support. This support was effective at raising the performance of 39% of the teachers identified as Needing Improvement in 2010. Additionally, low performing educators have been identified and separated. Teachers who remain at the Needs Improvement (1) level for an entire year can be separated at the end of that year. Teachers who are at the Developing (2) level for two years can be separated at the end of the second year. The focus of the TEVAL system on talent development, rather than punishment, is a core reason why these consequences can be applied on either side of the tenure line. After the 2010-11 school year, 34 teachers (including 16 tenured teachers) did not return. Four principals did not return between the 2009-10 and 2010-11 school year (8% of the total

principal workforce). Final consequential decisions are currently in process for the 2011-12 school year, but a comparable number of consequential decisions are expected; 17 needs improvement teachers have already resigned under performance pressure through the course of the year, at least one developing principal has separated from the district, and final evaluation decisions are still pending.

EXPERIENCE MEASURING STUDENT GROWTH AND IMPLEMENTING EVALUATION

As described, the district is just completing the second year of implementation of the evaluation system described in this section. As such, the district already has the capacity to measure and track individual student growth as linked to teachers, and is already using it to inform the student learning goal setting described above. In addition, the district has implemented the Colorado growth model through the Center for Innovative Assessment to provide growth measures both at the school and at the teacher level. Finally the Talent Office will consolidate the administrative functions needed to implement this grant, minimizing internal administrative conflicts and maximizing the coordination of human capital development efforts in the district

C. PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVALUATION PROCESS.

A primary focus of TIF grant activities in the Professional Educator Program will be to refine and expand New Haven's current professional development systems to better meet the needs of Teachers and Principals. This expansion will focus on three strategies: empowerment through use of data, collaboration to improve practice, and the responsibility of educators to improve their own practice.

New Haven uses the term Professional Learning, to imply the range of experiences that can drive improve practice for an educator, ranging from formal training to informal interaction

with peers in the teacher's lounge. For purposes of the TIF application we will use the term professional development, but reviewers should recognize that our goal in New Haven is for that term to indicate a wide breadth of professional experiences that requires an educator's active role in learning, rather than passive position of being developed.

CURRENT PROFESSIONAL DEVELOPMENT SYSTEMS

The TEVAL and PEVAL competences frameworks evaluation systems are the centerpiece of New Haven's current and future professional development systems. Through the evaluation process, teachers and leaders must create individual development plans that drive their professional development throughout the year. The PEVAL and TEVAL documents include explicit focus, and therefore explicit discussion with the manager, on both areas for development and opportunities and resources to support that development. Resources for development can include the manager themselves, through classroom observation and other coaching, but it can also include other school resources (such as coaches, other teachers, and grade teams) and other out-of-school resources (such as district-delivered PD and local training programs). All of New Haven's elementary-middle schools have at least one literacy coach, to provide support in literacy instruction. Many schools also have mathematics coaches, to provide support in mathematics instruction.

Formal professional time is a part of the NHFT contract, allowing for three formal after-school sessions a month. As a district, the New Haven provides six formal professional development sessions a year for teachers within their content areas. Starting in 2010-2011, the district has begun to systematically survey teachers for their feedback on training in each subject area, and to utilize that data to strengthen the professional development. In addition, starting in 2009-10, the district organized six of the remaining professional development times as school-

based Data Days, a practice borrowed from Achievement First to accomplish embedded professional development and collaboration in the assessment of data, the diagnosis of student need, and action planning for the next instructional cycle.

Whenever possible, New Haven attempts to use a cohort model of professional learning. For example, a new principal cohort was formed from the four new principals hired to replace those who left after receiving low ratings. Teachers are regularly trained in new curriculum, including common core, in cohorts.

In the area of leadership development the district has implemented a scaffold for leadership program, stretching from teachers who have energy and attention to spend outside the classroom to high potential assistant principals preparing to be school leaders. To support this leadership development trajectory, the district has developed partnerships with innovative and high-quality outside professional development providers. A key component of the leadership development in the district is the practice of Instructional Rounds. Instructional Rounds use inter-visitation between schools to collaboratively build instructional leadership skills (City, Elmore, Fairman & Teitel, 2009). This leadership development activity has been lead through New Haven's partnership with the Connecticut Center for School Change.

In the area of teacher development, the district has a long standing a mentorship program that is aligned with the TEVAL rubric. The mentoring program is based upon the state's TEAM (formerly BEST) program but uses locally developed tools to better support new teachers in the New Haven environment. Teachers work with experienced mentor teachers, and goals established through BEST are aligned to the TEVAL framework. In the future these Teacher Leaders identified through their high ratings and strength within the TEVAL framework will provide this support.

Teachers who are on track to receive Needs Improvement rating (1) receive focused support. The district has a track record of helping these teachers improve: in November 2010, 75 teachers were identified as potentially receiving a Needs Improvement rating. These teachers received a formal plan for improvement and 39% of them finished the year with higher evaluations, including 12 who were rated as Effective (3) or Strong (4) teachers.

FUTURE PROFESSIONAL DEVELOPMENT SYSTEM

TEVAL and PEVAL have the potential to generate significant data, including feedback from teachers on both school PD and district PD, tracking of staff progress in different competencies through the TalentEd platform, and tracking of educator retention and promotion data. With the capacity of the Talent Office created by the Professional Educator Program, these data will be used more systematically to evaluate professional development for its effectiveness. Data from the TalentEd program will be examined to understand if current efforts are meeting the development needs of the district in a cost effective way.

The professional development system will focus on using effective teachers identified as either Expert Teachers to collaborate with colleagues to provide professional learning opportunities, as described above in the HCMS section. Part of the Expert Teacher's incremental responsibility will be to embed support and coaching for other teachers, particularly teachers rated less than effective (needs improvement and developing). To enable this work to be embedded, the Professional Educator program will invest in creating a core substitutes, tentatively named "Super Subs." These full-time substitutes will be managed by the Talent Office to free teacher leaders and teachers needing support for joint professional learning opportunities, with clear advance scheduling and lesson planning to maximize the learning in the

Expert Teacher's class while they are out, and maximize the impact of the Expert Teacher in working with other teachers for that period.

A second component of the future professional development system is expansion of Instructional Rounds. Working in partnership with the Connecticut Center for School Change, New Haven will expand its capacity to conduct these activities by training members of the Talent Office to facilitate these activities. Instructional Rounds are structured inter-visitations between schools for school leaders. They sharpen practice and collaboratively prompt reflection while develop instructional managers through practice at critically and constructively viewing instructional activities (City, et. al., 2009). Central to the development of instructional and school leaders will be training and coaching as part of New Haven's on-going relationship with the New York City Leadership Academy (NYCLA). Some Emerging Teacher Leaders and all new principals will participate in training and coaching from NYCLA.

USING DISAGGREGATED DATA TO IDENTIFY NEEDS

New Haven has the capacity to use disaggregated data to identify and respond to problems. New Haven has been implementing Data Days for several years and New Haven has been featured in state Data Team training videos. With the advent of the TEVAL and PEVAL systems, employing data on student growth in the classroom in combination with observational data educators have become accustomed to using disaggregated data to inform their individual professional growth.

In January 2012, these new evaluation systems migrated to an electronic platform called TalentEd. This electronic system provides teachers and leaders with expanded data (e.g. student achievement, student growth, and teacher observations) to plan instructional needs and educator strengths and weakness. Within the Professional Educator Program, TalentEd will manage and

consolidate information on individual skill needs. It is intended to help leaders identify specific areas of need to make decisions about continued performance and professional development, discussed in the next section. The planned professional development under the TIF grant will strengthen the ability of New Haven to build upon disaggregated data produced by TalentEd. This will streamline efforts to develop individualized professional development plans and by providing teachers with longitudinal data on their practice.

The Talent Office will employ Talent Associates with significant analytic capacity to support directors of instruction, principals, and schools in disaggregating data to identify professional learning needs and plan professional development activities. Data from TalentEd will empower leaders with evaluation data dashboards that will help leaders plan and manage Professional Development within their schools and across the district. They will be better able to identify common needs within schools and match those teachers with Teacher Leaders or other training opportunities to meet those needs. This data will be used by the Talent Office to identify capacity needs within the district and to prepare Teacher Leaders and Emerging Teacher Leaders to meet those needs.

PROVIDING PROFESSIONAL DEVELOPMENT IN AN INDIVIDUALIZED TIMELY WAY THROUGH JOB-EMBEDDED OPPORTUNITIES

Job-embedded professional development (JEPD) is described as “Evaluating and solving problems of practice in order to improve a teacher’s practice, which is at the heart of JEPD, is usually best accomplished through sustained collaboration in identifying and supporting the implementation of evidence-based instructional practices” (Coft, Coggshall, Dolan, and Powers, 2010). Examples of job-embedded professional development can include mentoring, coaching, lesson study, and class visitations (Coft, et.al, 2010). New Haven already has in-place many

JEPD structures including coaches in all elementary and middle schools and strong mentoring programs for new teachers and principals. Many or all of these programs are expected to remain in place during the implementation of the Professional Educator Program. Equally important, a core value behind the Professional Educator Program, collaboration, is a hallmark of JEPD.

As noted earlier, for the past two years New Haven has implemented a system of providing individualized professional development through the Individual Development Plans created yearly during the evaluation processes. These individualized plans will continue. However, under the Professional Educator Program, educators will have access to more resources to meet their individualized needs. The development of Teacher Leaders, Emerging Leaders and Principal Mentors are a central activity of the Professional Educator Program and are all aimed developing the capacity within the district for educators to collaborative work to improve practice. Educators in these new roles will receive training on adult learning and collaboration, and be expected to use those skills to support their colleagues. Building both the culture and the systems for a shared responsibility to collaborate to improve practice is a key cultural change to occur through the investment in the Professional Educator Program.

A two-pronged strategy will be employed to meet teacher provide professional development in a timely and job-embedded manner. The first prong is within schools, where all teachers will be expected to work with their colleagues to help identify instructional needs and resources to meet those needs. Teacher Leaders, coaches and other IMs will be expected to broker these needs with resources to help teachers improve their practice.

The second prong will be the Talent Office. The Talent Office will use data from TalentEd to quickly identify teacher needs and to match teachers with Teacher Leaders and other resources to meet those needs. The Talent Office will be able to analyze TEVAL and PEVAL

data to organize, manage and coordinate job-embedded professional development activities in a timely manner. A core value the Talent Office will manage the supports provided by effective teachers who are identified for additional job-embedded professional develop through the Teacher Leaders and Emerging Teacher Leader roles. These activities will include coaching, mentoring, visitation, and observation of model lessons.

The work and roles of the existing literacy and math coaches in the district will be revisited to ensure implementation of job-embedded professional development best practices. These effective teachers will be a source professional support within the school buildings providing timely professional development. The “Super Subs” will be managed to free teachers from classroom duties to allow for timely professional development within their own buildings.

PROVIDING PROFESSIONAL DEVELOPMENT THAT IS LIKELY TO IMPROVE INSTRUCTIONAL AND LEADERSHIP PRACTICES

Currently, there is district level focused professional development for needs improvement teachers on classroom management, as that is the issue struggling teachers have. During the 2011-12 school year, there was a strong correlation between those who attended training and those who improved. Furthermore, there are a variety of school-based tools, as determined by teacher and IM to be useful: frequent observations and feedback from principals and coaches, model lessons performed by coaches, release time to observe other teachers, and weekly coaching on lesson plans.

The Talent Office will continue to calibrate the needs of New Haven’s teachers and leaders with professional learning opportunities (aka, professional development). The heart of the professional learning system described above is embedded coaching, both through managers and through teacher and principal experts created through the PEP program. According to the

research of Joyce and Showers (1987), only 25% of learners will transfer a new skill into practice as a result of theory, demonstration, practice, and corrective feedback during training – but 90% will make the transfer when job-embedded coaching is included.

There is a wide range of innovative interventions that improve student outcomes that will be pursued by the Talent office. For example, in the *Art and Science of Teaching*, the authors argue that there are three components necessary for effective classroom pedagogy: (1) sustained use of research-based effective instructional strategies; (2) ongoing use of effective management strategies to promote a true community of learning within the classroom; and (3) use of effective classroom curriculum design strategies (Marzano, Frontier & Livingston, 2011). Hattie (2007) conducted a meta-analysis of over 50,000 studies to understand the effect sizes in a variety of education reforms. With regard to improved instruction, he found that the following strategies affected student outcomes the most:

Rank	Influence	Studies	Effects	ES
1	Student expectations	209	305	1.44
3	Providing formative evaluation	30	78	.90
5	Acceleration	37	24	.88
6	Classroom behavioral	160	942	.80
8	Teacher clarity	na	na	.75
9	Reciprocal teaching	38	53	.74
10	Feedback	1287	2050	.73

There are several opportunities that will be explored and provided by the Talent Office.

INVOLVEMENT OF EDUCATORS

EVIDENCE OF EDUCATOR INVOLVEMENT IN DESIGN AND IMPLEMENTATION

The Talent agenda in New Haven is a product of deep collaboration between the district, the unions, and individual teachers. The process launched in October 2009, when New Haven NHFT agreed in the contract to provide recommendations to the Board on the creation of a new teacher evaluation process that included student growth as a significant factor, and which would be both developmental and consequential. The contract also included provisions on turnaround designed to attract teachers to the most difficult schools (work rule flexibility, new team-building, and additional compensation) and the potential for differentiated teacher roles, selected only on the basis of educator evaluation, including for additional teaching leadership responsibilities or difficult assignments. The contract was approved by an overwhelming margin, 842 to 39. The SAA contract, which followed, incorporated by reference the elements of the NHFT contract, acknowledging and accepting the impact of reform for school administrators.

After the contract ratification, teachers and administrators met in working groups throughout 2009-10, and several committees continuously to today, to craft, monitor and refine the key elements of the committee. The overarching steering committee has been the Reform Committee of 3 teachers, 3 administrators, and 2 parents, with a non-voting chair, that was established by the NHFT contract and which is charged with providing input on overall reform, with primary responsibility for recommending student performance metrics for use in performance management systems. PEVAL and TEVAL committees, both of which included teachers and principals, were established for the 2009-10 school years to design the details of the evaluation process described in section B. The reform committee has assumed responsibility for ongoing monitoring of PEVAL and TEVAL. In addition, a climate survey committee of parents, teachers, and administrators designed the learning environment survey, and has continued to meet to refine the survey and monitor the process.

The Professional Educator Program is an outgrowth of ongoing discussions between educators and the administration, particularly through the Reform Committee. Issues of differentiated career opportunities for educators, retention of high potential educators, and building a cohort of respected and acknowledged expert teachers have all emerged from Reform Committee meetings.

EVIDENCE THAT EDUCATORS SUPPORT THE PROFESSIONAL EDUCATOR PROGRAM

The support of New Haven Educators is reflected in the bargaining agreements already signed, the work already underway, the support and involvement letters provided for this grant, and the commitment to continue to engage in the questions of human capital management through a formal Talent council. As described above, the 2009 NHFT contract already includes key elements of the PEP program, including the educator evaluation system, Teacher Expert's drawn from the ranks of strong and exemplary teachers, and compensation to be paid to teachers in the hardest to serve schools. The letter of support from the NHFT, attached as a mandatory attachment, reflects a willingness to rethink professional careers more broadly: as NHFT president Dave Cicarella writes in that letter, "We believe it is appropriate to implement differentiated career and compensation opportunities that are fair and celebrate the professional educators who dedicate their life to the teaching craft and to student learning."

The SAA support has been fully supportive for the implementation of School Change so far, including for educator evaluation and school turnaround. This is reflected in their work in designing, implementing, and in many cases leading the work of New Haven School Change thus far – again, which has been fully implemented over the last two years. Their support for the forward going PCBS is more limited, but they are engaged. As the letter from the SAA executive board indicates, they welcome the opportunity to participate in the Talent Council, and

they explicitly acknowledge the district vision to support development, innovation and adaptation.

Both the NHFT and the SAA have agreed to participate in the Talent Council, with the explicit goal of shaping and implementing a comprehensive human capital management system in New Haven. The Talent Council will serve as the governing board for the New Haven Professional Educators Grant, and is a natural extension of the district's successful experience with a citywide Reform Committee, and with Teacher and Administrator committees that created TEVAL, PEVAL and the NHPS climate survey. The Talent Council will include 3 Teachers selected by the NHFT and 3 School Administrators selected by the SAA, with the Assistant Superintendent acting as the Superintendent's non-voting designee and chair of the committee. Ad hoc members may be involved, and sub-committees on specific topics will be created as needed, with the approval of all groups. The Talent Council will make all decisions about grant policy, including financial disbursements.

The next contract negotiation will be summer of 2013, and will be informed by the work of the Talent Council. At the bargaining table, New Haven's teachers and administrators will address and develop explicit priorities for the Human Capital Management System improvements described throughout this proposal, many of which will be implemented in 2014.

Please see Mandatory Attachment (MA) 3 for letters of support from NHFT and SAA.

PROJECT MANAGEMENT

The center of the expanded professional learning program will be the establishment and development of a Talent Office within the District's central office. The Talent Office will merge and tightly couple current central office practices from human resources, recruiting, labor relations, professional development, leadership development, evaluation, and instruction

(Elmore, 2000), which are currently dispersed through within at least three disparate parts of the NHPS central office. The Talent Office’s guiding principles will be twofold: (1) to serve as New Haven’s “**lead learners**” (in schools this factor’s impact on student outcomes was twice that of any other) (Robinson et al., 2009) and (2) to sustain learning gains year after year, schools must have effective leaders *and* teachers (Kane & Staiger, 2008). The Talent Office will be charged with guiding and implementing the continuous improvement of the TEVAL and PEVAL, including both professional competency and student/school impact. Its staff members will use these tools to impact the effectiveness of educators throughout their career continuum (pre-service, selection and placement, in-service, exiting and retention).

ROLES AND RESPONSIBILITIES OF KEY PERSONNEL

The Talent Office Director will report to Project Director and Assistant Superintendent Garth Harries. The office will synthesize the various dimensions of the professional educators program, including evaluation and development functions, professional learning functions, and career development functions including recruiting. Specifically, the work of Gemma Joseph Lumpkin, the current director of Leadership Development; Michelle Sherban-Kline, the current leader of the TEVAL implementation (and insuring fidelity to the NHFT contract); and Donna Aiello, the current supervisor in the Office of Staff and Organizational Development will be synthesized in through the Talent Office team. In addition, current and future staff responsible for recruiting will be located within the talent office.

With this core in place, the Talent Office will add district capacity for management and use of the TEVAL and PEVAL systems to inform teacher and leadership development. Eleven new professional positions will be added through Talent Office: three Talent Associates, a Data Analyst, six Super-Subs, and an administrative assistant position. With the core existing team in

place, described above, and the grant awarded, they will work to develop thoughtful job descriptions for the additional members of the team: the Talent Office Director, Talent Associates, the Super Subs, the administrator and the additional Junior recruiter.

Several roles are of particular note. First, the Talent Associates. Currently, principals are supervised by one of the three district Directors of Instruction that will work with the Talent Office. Each Director of Instruction oversees a network of approximately 15 schools. The Talent office will add three Talent Associates that will work with the Directors of Instruction to:

1. Support the further use of TEVAL data to inform professional development
2. Work to improve identification and hiring of effective educators
3. Manage the expanded duties and teacher leadership activities in schools.

Each Talent Associate will have designated areas of expertise such as projecting and responding to hiring needs, scheduling and managing teacher collaborative time, working with teacher preparers to identify talent and solidify connections with the TEVAL framework, and/or central office professional development (e.g. common core, curriculum, mandatory bullying training, etc.). The administrative assistant will support these activities.

Second, the Talent Office will also include an additional data analyst. This position will be charged with managing the newly implemented TalentEd system and extracting data from the TalentEd system for use in organizing professional learning opportunities. The Data Analyst will coordinate with the information technology office and support Instructional Directors and the Principals as they work together to access data. Talent Office staff will identify a structure through which it will reflect upon these data, identify options for improvement, test the options, and implement mid-course corrections to the Human Capital Management System.

Third, the Super-Subs will be full-time substitutes that are used to free teacher leaders and teachers for professional development activities. This is further discussed in the Professional Development in Section C above.

SUFFICIENT HUMAN RESOURCES

By the second year of the grant, the Talent Office Team will be comprised of existing (10 FTE) and new (11 FTE) position, as described in the previous section. This, coupled with the cadre of expert teachers and mentor principals whose work will be coordinated across the system, is sufficient to build an effective culture and systems of human capital management. Furthermore, New Haven will seek the short-term assistance of consultants to assist with the development and growth of its current systems as shown in Figure 7:

Figure 7: Contractors Used to Support Implementation of the Professional Educator Program

<p>EVALUATION: New Haven will contract with current evaluators from UCONN to strengthen real time, formative evaluation design, to provide the Talent Office meaningful and neutral 3rd party feedback</p>
<p>STRATEGIC BUDGET REPRIORITIZATION: New Haven will contract with a consultant with financial management expertise to assist with identifying savings throughout the district budget in order to build fiscal sustainability for the program.</p>
<p>PCBS CONSTRUCTION: Whether with the above consultant or with an alternate provide, New Haven will contract for consultants to support PBCS development, which could include, but not be limited to cost model development and facilitated discussions about the potential stipend levels and/or salary schedule reform.</p>
<p>PEER ENABLED LEARNING: NHPS will contract with a consultant or consultants to build the capacity of Expert Teachers to influence adult development, and to build protocols and capacity for peer-enabled inter-vistation between classrooms and schools</p>

TEVAL AND PEVAL CALIBRATION: Calibration efforts will continue and expand as needed to strengthen inter-rater reliability and improve feedback skills, likely with ReVision Learning Partnership, LLC and Cambridge Associates respectively

TALENT TECHNOLOGY: New Haven will seek to strengthen the technology enabling evaluation and coaching, including the creation of apps for its evaluation systems.

DEEPENING OF EVALUATION SYSTEMS: Additional materials for implementation of TEVAL and PEVAL including, but not limited to individual 360 feedback survey costs (i.e., Val-Ed types of systems).

PROJECT OBJECTIVES AND PERFORMANCE MEASURES

Project objectives and performance measures mirror the strategic categories of intervention

within TIF:

Pre-Service:

Improved alignment of preparation with New Haven teaching framework	<ol style="list-style-type: none"> 1. Alignment within programs 2. Number of graduates from program 3. Number of graduates with experience in NH
Improved identification and training of leaders to meet New Haven's needs	<ol style="list-style-type: none"> 4. Number of graduates from above hire 5. Systems to identify effective trainee 6. Effectiveness of new hires

Selection and Placement

Entering the market early	<ol style="list-style-type: none"> 7. Early and accurate projection of needs 8. Timing of vacancy announcements 9. Timing of hires
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Identifying talent	10. Number of new hires trained in NH 11. Number of new hires with experience
Placing talent in needed schools	12. New Hires with experience in high need schools 13. Early hires in high needs schools
Transfers of effective teachers towards need	14. Transfers between schools 15. Transfers leading to increased pay 16. Transfers into and from high needs schools

In-Service

Improved training to meet individual needs	17. Satisfaction with training 18. Consistency of growth in schools
Career differentiation leading to improved satisfaction	19. Satisfaction with career 20. Improved retention
Identification of leaders	21. Number of leaders identified 22. Satisfaction of leaders with training 23. New leaders placed in slots 24. Effectiveness of leaders

Exiting

Removal of in-effective teachers	25. Number of teachers identified as ineffective 26. Number of teacher who improved after initial identification 27. Number removed 28. Relationship of removal to school performance
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Retention of effective teachers	29. Number of highly effective teachers retained 30. Distribution of effective teachers
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EFFECTIVE PROJECT EVALUATION PLAN

The Evaluation Plan for the Professional Educator Program is intended to support program implementation, monitoring and understanding of the ultimate program impact and factors associated with that impact has three components:

- Internal performance metrics and program monitoring to ensure near-term goals of the project are accomplished and to inform midcourse correction
- External monitoring and support of the TEVAL and PEVAL evaluation systems. These systems are the keystone to the rest of the Professional Educator Program.
- External evaluation of New Haven’s School Change. This evaluation will connect the strategies for change with student achievement outcome goals.

The internal evaluation will be led by the Talent Office, which will create a management system to monitor whether the activities within the grant have been accomplished resulting in an improved comprehensive human capital management system that improves educator effectiveness throughout their career continuum. New Haven will monitor all formative metrics possible from the project objectives above, including alternate variables which may indicate change.

An independent team of experts will examine the implementation of the proposed program. The evaluation will examine changes within each dimension of NHPS’s human capital management system (pre-service, hiring, professional development, evaluation, retention, and compensation) as a result of the proposed program and educators’ views of these changes. The

process evaluation will serve three purposes. First, it will monitor whether changes are implemented with fidelity to the proposal. Second, it will provide regular feedback to NHPS about how personnel at the center of the reforms—teachers and school leaders—view these changes. Third, it will provide formative information for improvement of the program. The evaluation team will meet a minimum of three times each year with district leaders to provide evaluative feedback (see Optional Attachment OA 9).

RAND has been already been contracted to design an evaluation plan and reporting system for the New Haven School Change reform to help gauge how well the reform effort is meeting its goals and has agreed to include the Professional Educator Program in that evaluation. This evaluation will focus on the overall reform effort and its outcomes, but also includes focus on each of the School Changes Efforts three main pillars, of which the Talent Agenda is one. The RAND evaluation team has experience connecting reform efforts to student learning outcomes (see Optional Attachment (OA) 10).

The Talent Office team will track the Government Performance and Results Act (GPRA) measures as listed in the TIF application.

A REALISTIC AND ACHIEVABLE TIMELINE

The proposed Professional Educator Program has components that will be implemented immediately upon implementation of the grant (i.e. Year 1 or 2012-13), components that will be implemented in gradually and not completely until Year 2 based on time needed to implement effectively, and components that will be negotiated with the appropriate unions during the normally scheduled negotiations in the summer of 2013. Compensation changes negotiated in the summer 2013 will not be fully implemented until the 2014-15 school year (Year 3) as show in

Figure 8. As with the implementation of the TEVAL and PEVAL systems, the year following negotiations will be spent developing, testing and piloting new systems.

Figure 8: Compensation components of the Professional Educator Program and Implementation Schedule

	Immediate implementation	Phased implementation over Year 1	Negotiated in the summer of 2013, implemented in 2014- 15 (Year 3)
1. Bonuses For Effective Performance			X
2a. Compensation For Extra Duties (Principals and Teacher Leaders)	X		
2b. Compensation for Emerging Teacher Leaders	X		
3a. Bonuses for Teachers Working In High Needs Schools		X	
3a. Bonuses for Leaders Working In High Needs Schools			X

The NHFT has already introduced an alternative compensation system in the current contract language, targeted to additional responsibilities and particular assignments. Their letter of support expresses an appetite to consider for wider professional and compensation differentiation. A Talent Council with district, teacher and administrator representation will be formed as part of this grant to provide governance to the development of the Professional Educator Program, including decision-making about grant resources. See the section on Educator Involvement for more detail.

The timeline for the project is year 1 is in Figure 9:

Figure 9: Project Timeline

Year	Task	Lead contact
12-13	Establish Talent Office	Garth Harries
	Establish Talent Council; hold monthly meetings; focus on shared values for negotiation	Garth Harries
	Create RFPs for contract work:	
	<ul style="list-style-type: none"> Budget analysis 	Garth Harries
	<ul style="list-style-type: none"> Continued Calibration of TEVAL 	Michelle Sherman-Kline
	<ul style="list-style-type: none"> Continued Calibration of PEVAL 	Gemma Joseph Lumpkin
	<ul style="list-style-type: none"> Create apps for TEVAL and PEVAL 	Gemma & Michelle
	<ul style="list-style-type: none"> Project management of PBCS creation 	Talent Office Director
	Pilot Super Sub corps – hire 2 to be deployed into up to 12 schools for the first ½ of the year; focus on scheduling of Professional Learning accordingly	Hired by Talent Office Director

Hire remaining Super Subs in Spring

Talent Office Director

Plan for the 13-14 school year

Team

SUSTAINABILITY

As demonstrated throughout this proposal, New Haven has existing leadership commitments to dramatically improve student performance and prepare New Haven public school students to attend and succeed in college. Superintendent Mayo’s willingness to make the changes needed over the past three years to realize this vision is remarkable. This commitment is demonstrated through the significant time (human capital) and resources (financial capital) needed to develop a vision for and implementing School Change. Furthermore the district has secured philanthropic resources to support the reform efforts, and expects to continue to do so.

The district recognizes that a key component of sustainability is financial sustainability. As part of the TIF grant, New Haven will hire outside support to analyze current expenditures to identify resources that can be reallocated in order to sustain Professional Educator Program, assessing not only the existing salary scale, but also school structures, non-school spending, and other sources of existing funds that can and should be re-directed to the priority of a human capital management system, including differentiated compensation. New Haven will go through its normal procurement processes to identify the appropriate consultant for these services, drawing from preliminary conversations with ERS and the District Management Council. This contractor will work with district in Year 1 to identify “low hanging fruit” that can easily be reallocated to support the long term sustainability of the Professional Educator Program. In Year 2 the contractor will assist with implementation of these plans. The contractor will return in

Year 4 to revisit and if appropriate assist with additional reallocation to sustain the program past Year 5 of the grant.

To illustrate the feasibility of long term fiscal sustainability, and to set targets for funding to be reallocated through strategic budgeting over the course of the grant, consider the following:

Total compensation for teachers in high needs schools in Year 3 (first year of full implementation) is estimated to be \$121,000,000. The estimated TIF funding for additional compensation for addition responsibilities and extra duties in Year 3 is approximately \$431,000 which is 8% of total teacher compensation.

COMPETITIVE PREFERENCE: PRIORITY 4 – NEW AND RURAL APPLICANTS TO THE TEACHER INCENTIVE FUND

New Haven is a new applicant to the Teacher Incentive Fund.

COMPETITIVE PREFERENCE: PRIORITY 5 – AN EDUCATOR SALARY STRUCTURE BASED ON EFFECTIVENESS

New Haven will work with the NHFT and SAA through the Talent Council to negotiate a revised salary structure based on effectiveness. The current teacher salary schedule is shown in **Error! Reference source not found.** and it follows the traditional steps for increased experience and lanes for increased education.

As reflected in the letter of support from the NHFT, the starting point for the negotiations will be working to add to or replace the salary increases associated with increased education with increases tied to effectiveness ratings on the TEVAL. The Talent Council will examine the technical issues implementing a new structure. They will examine the cost implications of the new system, impacts of the new system on current employees, voluntary methods of transferring employees from one system to another. The goal for the system will to be to tie all significant increases to effectiveness.

REQUIREMENT 1 – PERFORMANCE-BASED COMPENSATION FOR TEACHERS, PRINCIPALS, AND OTHER PERSONNEL

New Haven is proposing a Performance Based Compensation System (PBCS) that will fit with Design Model 1. We emphasize, however, that based on exiting contract language; we will begin the TIF grant within Option 2, focused on career ladders. This system is called the Professional Educator Program and it has three basic components (amounts given are estimates):

1. Bonuses for teachers and principals who are rated effective on the TEVAL and PEVAL systems. In the case of teachers, effective is defined as ratings of Effective (3) (up to a \$1,000 bonus), Strong (4) (up to a \$5,000 bonus), or Exemplary (5) (up to a \$10,000 bonus). In the case of principals, effective is defined as a rating of Strong (4), or Exemplary (5) (each rating receives up to a \$10,000 bonus). Educators will only receive bonuses for the year(s) they are rated effective.
2. Compensation for extra duties for teachers and principals rated above effective (strong and exemplary), and selected as Expert or Mentor Educators. These extra duties are intended to utilize these effective educators to raise the effectiveness of other educators across the district and provide career differentiation for effective educators.
 - a. For effective Principals, all extra duties will be on-top of existing duties. For effective Teachers, there will be two tracks of duties. First, will be extra duties on top of existing duties. Teachers in these roles will be called *Teacher Leaders*. Principals and Teachers performing these extra duties can be compensated up to \$5,000. Not all effective principals or teachers are expected to perform these extra duties. Educators will be selected by the Talent Office for these duties based upon services needed as identified by the Talent Office, the skills and ability of educators to perform those

services, and interest in the educator in performing those services. It is anticipated that 10% of eligible teachers and up to 50% of eligible principals will participate in these extra duties in any one year.

- b. Second will be teachers, called *Emerging Teacher Leaders*, whose extra duties temporarily take them out of the classroom as they provide teacher leadership. Part of the supporting teacher leadership will be the development of a cohort of three to six full-time substitutes (called Super-Subs) who will free teachers and Teacher Leaders to participate in professional learning. Emerging Teacher Leaders will be temporarily (up to three years) moved out of the classroom to the Talent office to serve provide teacher leadership throughout the school and will receive up to \$5,000 stipends for additional duties beyond contractual duties. TIF grant funds will be used to hire replacement teachers. The Talent Office will write job descriptions for the Emerging Teacher Leader positions. Job descriptions will vary depending on needs for professional development as identified by the Talent Office. It is anticipated that 10 to 15 effective teachers will serve as Emerging Teacher Leaders per year.
3. Compensation for effective teachers and principals who working in high-needs schools (tentatively identified as Peer Group C schools, or those schools with the highest percentages of mobility, special education, and ELL learners). It is anticipated that eligible educators participating working in Tier III schools will receive up to \$5,000 bonuses per year.

The proposed Professional Educator Program has components that will be implemented immediately upon implementation of the grant (i.e. Year 1 or 2012-13), components that will be implemented in gradually and not completely until Year 2 based on time needed to implement effectively, and components that will be negotiated with the appropriate unions during the

normally scheduled negotiations in the summer of 2013. Compensation changes negotiated in the summer 2013 will not be fully implemented until the 2014-15 school year (Year 3). Figure 3 shows the relationship between compensation components of the Professional Educator Program and timing of implementation.

REQUIREMENT 2 – INVOLVEMENT AND SUPPORT OF TEACHERS AND PRINCIPALS

The New Haven Federation of Teachers (NHFT) is the sole representative of teachers in New Haven. The School Administrators Association (SAA) is the sole representative of principals and assistant principals. The involvement of these organization representing teachers and administrators in the design and on-going implementation of New Haven’s Professional Educator Program is indicated in three ways. First, is their engagement in developing the core components of School Change embodied in the TEVAL, and PEVAL systems as well as the landmark NHFT contract, and the SAA contract which referenced and accepted that NHFT contract (see Optional Attachment (OA) 1 and 2). Second is the engagement of the SAA and NHFT in the Talent Council which will be the governance committee for the grant. Talent Council membership will be three Teachers appointed by the NHFT, three administrators appointed by the SAA, and one non-voting chair designated by the superintendent. Finally, see Mandatory Attachment (MA) 3 for letters of support from the NHFT and SAA.

REQUIREMENT 3 – DOCUMENTATION OF HIGH-NEED SCHOOLS

Attachment 2 uses the most recent data available to describe the 48 K-12 schools in New Haven Public Schools (not including charter schools). These schools are the potential pool of schools for participating in the New Haven Professional Educator Program. For the purpose of TIF eligibility, high-needs schools are defined as having free and reduced lunch eligibility of 50% or more. Of the 47 potential schools, 46 have free and reduced proportions above 50%. The

one school that does not have free and reduced lunch proportions above 50% is Worthington Hooker School and New Haven will support the system there with local funds.

The proposed New Haven Professional Educator Program also includes bonuses for educators working in high-needs schools. For the purpose eligibility for the High Needs bonus, these schools are defined by New Haven through its Tiering process, which, in addition to classifying school performance, also identifies the peer group of each school based on the mobility rate of students, the percentage of special education students, and the percentage of ELL students. Schools in Peer Group C serve the most difficult population, and would be the target for differentiated compensation.

REQUIREMENT 6 – USE OF TIF FUNDS TO SUPPORT THE PBCS

The budget narrative details the use of TIF funds for the New Haven Professional Educator Program. All educators who receive TIF funds will be rated effective or higher.

Funds will be used for the district wide improvements to systems and tools through the Talent Office. Work will include coordinating and streamlining human capital systems, improving the evaluation systems (TEVAL and PEVAL), building capacity for use of data in providing professional development and other human capital decisions. Contractual support will be provided to improve the PEVAL and TEVAL systems, identifying potential funds for the sustainability of the program, technical support to PBCS reform development.

Funds will be used for performance based compensation and professional development. The performance based compensation elements are outlines under requirement 1. Performance based bonuses tied to evaluation ratings will be negotiated and implemented in Year 3.

Teachers and leaders will be compensated for additional duties as Teacher Leaders, Emerging Teacher Leaders, Principal mentors and additional duties in Tier III schools. Funds

will be used to augment salaries for Teacher Leaders and principal mentors who take on extra duties. Funds will be used to augment salaries for Teachers extra duties working in Tier III schools and negotiated augmentation to principal salaries. Full salaries for replacement teachers for Emerging Teacher Leaders will be paid. These additional duties include providing professional development and mentoring to educators and improving LEA-wide systems and tools. The total funding for additional responsibilities and leadership roles is less than 1/12th of the total teacher salary cost of teachers in the 39 high needs schools described in Requirement 3.

TIF funds will be used for additional contractual professional development on implementing the evaluation systems including inter-rater reliability, instructional rounds and leadership development. TIF funds will be used for travel and supplies in implementation.

REQUIREMENT 7 – LIMITATION ON USING TIF FUNDS IN HIGH-NEED SCHOOLS SERVED BY EXISTING TIF GRANTS

New Haven does not currently have a TIF grant. All of the additional compensation described under Requirement 1 will be paid for using the TIF grant funds, with the exception of additional compensation for educators working in Worthington Hooker School. Bonuses paid to effective educators and compensation for extra duties for effective educators in Worthington Hooker School will come from the New Haven Public Schools general fund and not TIF grant funds.