

Project Abstract: New Haven Public Schools Professional Educator Program

Investment from the General Teacher Incentive Fund (TIF, CDFA 84.374A, Design Model 1) competition in New Haven Public Schools (NHPS or New Haven) will be used to develop the New Haven Professional Educator Program. NHPS is the sole applicant. NHPS is an urban school district (LEA) with 20,703 students. The district manages 47 PK-12 schools, 46 of which meet the federal definition of high needs with 50% or more free and reduced lunch students. All 46 of the high needs schools will be served by the proposed human capital management system (HCMS) and performance-based compensation system (PBCS).

Since launching its School Change Initiative in 2009, New Haven has developed and implemented a nationally recognized reform effort in collaboration with the district's teachers and administrators. A central pillar of this collaborative strategy has been educator evaluation and development systems, as well as a comprehensive trajectory of leadership development programs. These systems share two focal points: first, an explicit emphasis on any educator's impact on student learning and school organization; and second, a clear delineation of professional competencies for both teachers and leaders. In addition, the district has already attracted teachers to turnaround schools through work place and financial incentives. Two years of successful implementation show the viability and rigor of these programs both in increasing the effectiveness of the educators and in improving student learning.

New Haven proposes to use TIF over five years to build from its current foundation to create a comprehensive and coherent career development program, with the following elements:

Individualized Evaluation and Coaching: Through TIF, NHPS will strengthen the calibration of evaluators, broaden the resources and exemplars available as guides to good

instruction, and refine the student learning objective process to strengthen appropriateness and validity of goals.

Individualized Professional Learning: Through TIF, NHPS will strengthen the culture and systems of professional learning by creating a cadre of expert teachers with clearly designated skill areas, by expanding the opportunity for inter-visitation and peer-based learning, and by improving the use of the data embedded in the districts new TalentEd Perform platform.

Differentiated Career Opportunities: Through TIF, NHPS will expand career opportunities for strong and exemplary educators, positioning them to shape their fellow professionals through expert teacher and mentor principal roles aligned to their particular competencies, as well as school leadership positions. NHPS will also strengthen its selection point at the start of a teacher career, by applying educator evaluation and development systems to pre-service candidates with student teaching assignments or interviews in the district.

Differentiated Compensation: Through TIF, NHPS and the bargaining units will explore and extend differentiation under the current and future contracts, including for differentiated career opportunities, for placements in the highest need schools, and for sustained and demonstrated excellence as a professional. The stakeholders are explicitly interested in transforming the teacher salary schedule to one based on effectiveness and the feasibility – along with the – implications will be explored through the grant (Priority 5).

Consistent with New Haven’s dedication and track-record of collaborative and persistent reform, the governing board of the New Haven PEP Grant will be a Talent Council of three administrators and three teachers with explicit shared decision-making in overseeing the grant. In addition, the grant will strengthen talent organization and systems within the central office, as a key point of coordination in a district ideally sized for a comprehensive HCMS system.