



EXCELLENCE IN TEACHING AND LEARNING

The Empowering Effective Teachers Plan

The Teacher Academy

Education Committee July 19th, 2010



Promise-Readiness Corps



Teacher Practice and Evaluation



Human Resources Effectiveness



Positive Teaching and Learning Environment



The Teacher Academy



Flexible Career Opportunities



My IT System

Agenda



Today we will:

Introduction

Introduce the Teacher Academy initiative within the context of the Empowering Effective Teachers plan.

Alignment

Build an understanding of the Teacher Academy model and its alignment to the District's three strategic priorities

Site Selection

Review the site selection process and the recommendation of 2 Academy sites.

Next Steps

Identify next steps for planning and implementation.

Pittsburgh's Empowering Effective Teachers Plan identifies 3 Strategic Priorities



- 1** Increase the number of highly effective teachers
- 2** Increase the exposure of high-needs students to highly effective teachers
- 3** Ensure all teachers and students work in learning environments that promote college readiness



These priorities are supported by 7 core initiatives we will implement over the next several years that will fundamentally change the experience of teaching and learning in the District.



Positive Teaching and Learning Environment

Positive Teaching and Learning Environment (TLE)



Promise-Readiness Corps

Promise-Readiness Corps (PRC)



Career Opportunities

Career Opportunities



The Teacher Academy

The Teacher Academy



Teacher Practice and Evaluation

Teacher Practice and Evaluation (TPE)



Human Resources Effectiveness

Human Resources Effectiveness (HRE)



IT Systems

IT Systems



INTRODUCTION: The Teacher Academy

THE TEACHER ACADEMY

A TEACHING ACADEMY IN REAL SCHOOLS WHERE SOME OF OUR BEST TEACHERS WILL COACH NEW AND EXPERIENCED TEACHERS RESULTING IN IMPROVED STUDENT PERFORMANCE. THE ACADEMY IS DESIGNED TO **FUNDAMENTALLY** CHANGE AND IMPROVE THE WAY **NEW AND EXPERIENCED TEACHERS** ENGAGE IN THEIR CAREER.

- **EXPERIENCED TEACHERS** who study at the Teacher Academy will return to their school refreshed, reinvigorated, and more effective.
- **NEW TEACHERS** who enter a PPS classroom as the teacher of record will be prepared, supported, experienced, and effective.
- **STUDENTS** will be in a learning environment that promote Promise-readiness attitudes, behaviors and habits.



The Teacher Academy

The decision to implement The Teacher Academy was driven by research and related reform.



We know that effective professional development and growth is:

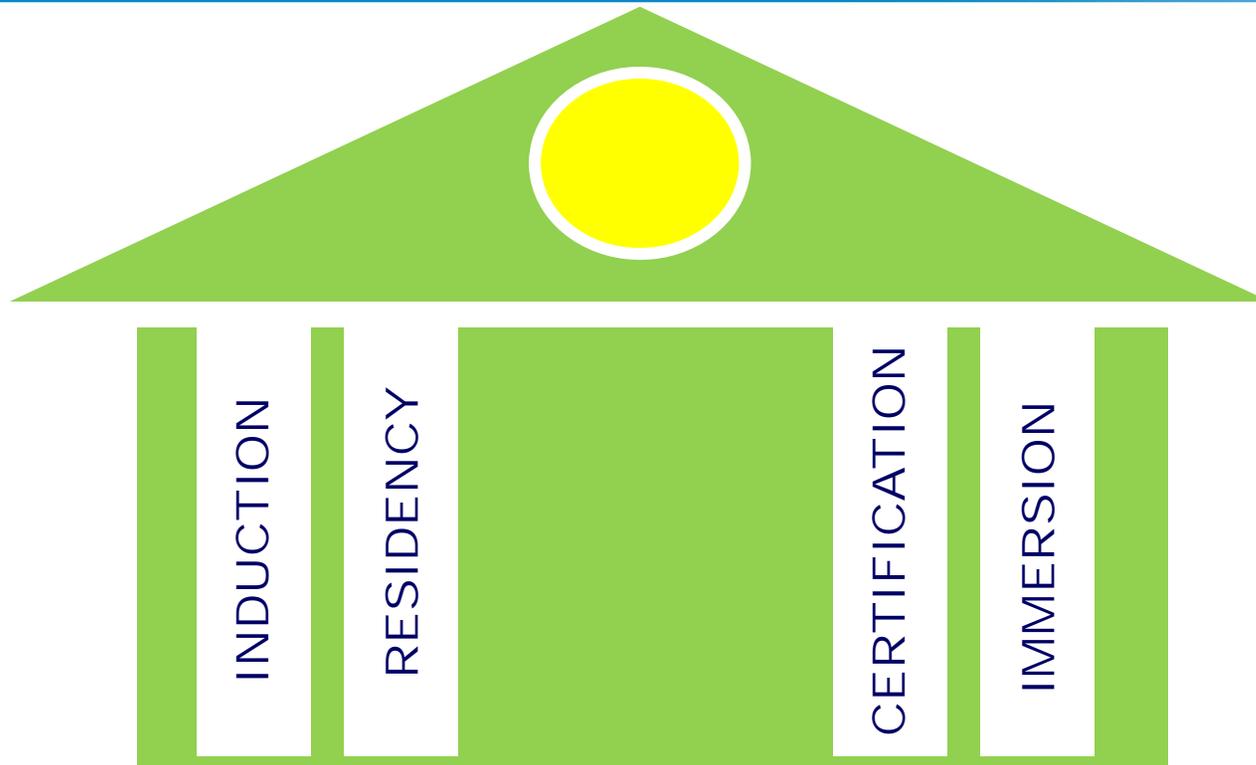
- Ongoing
- Job-embedded
- Focused on the real needs of teachers and students
- Aligned to evaluation
- Differentiated based on evaluation

Similar programs have produced results in Pittsburgh and other urban school districts:

- Schenley, Greenway & Brookline Teacher Centers
- Pittsburgh Emerging Leadership Academy (PELA)
- Urban Teacher Residency Programs (e.g., New York Teaching Fellows and Boston Teacher Residency Program)

The Academy will house 4 main programs designed to Empower Pittsburgh Teachers.

PPS
&
PFT



Priority 1 Increase the number of highly effective teachers

Priority 2 Increase exposure of needy students to highly effective teachers

Priority 3 Ensure all teachers & students work in learning environments that promote college readiness

ALIGNMENT: The Teacher Academy is aligned to the 3 strategic priorities



PRIORITY 1	PRIORITY 2	PRIORITY 2
INCREASE the number of highly effective teachers	INCREASE the exposure of high-need students to highly-effective teachers	ENSURE learning environment supports teachers' ability to be highly-effective



Enhanced Induction for New Teachers

Year-Long Residency Program for New Teachers

Alternative Certification Pathway

Support for Experienced Teachers through the Academy Immersion Program

Academy Placement in Two High-Need Schools

Academy Schools Staffed with Highly Effective Teachers (Clinical Resident Instructors)

Increased Effectiveness of Academy Graduates upon Placement in PPS Classrooms

Model Teaching and Learning Environments at Academy Sites

Training for All PPS Teachers to Support Positive Teaching and Learning Environments

The Teacher Academy will increase the number of highly effective teachers through four main programs.

ENHANCED INDUCTION FOR NEW TEACHERS

All new teachers will receive 3 weeks of training during the summer and at least 10 days of induction training during the year.

NEW TEACHER RESIDENCY PROGRAM

New core content teachers will complete a 13-month residency program at The Academy prior to placement in the classroom as teacher of record.

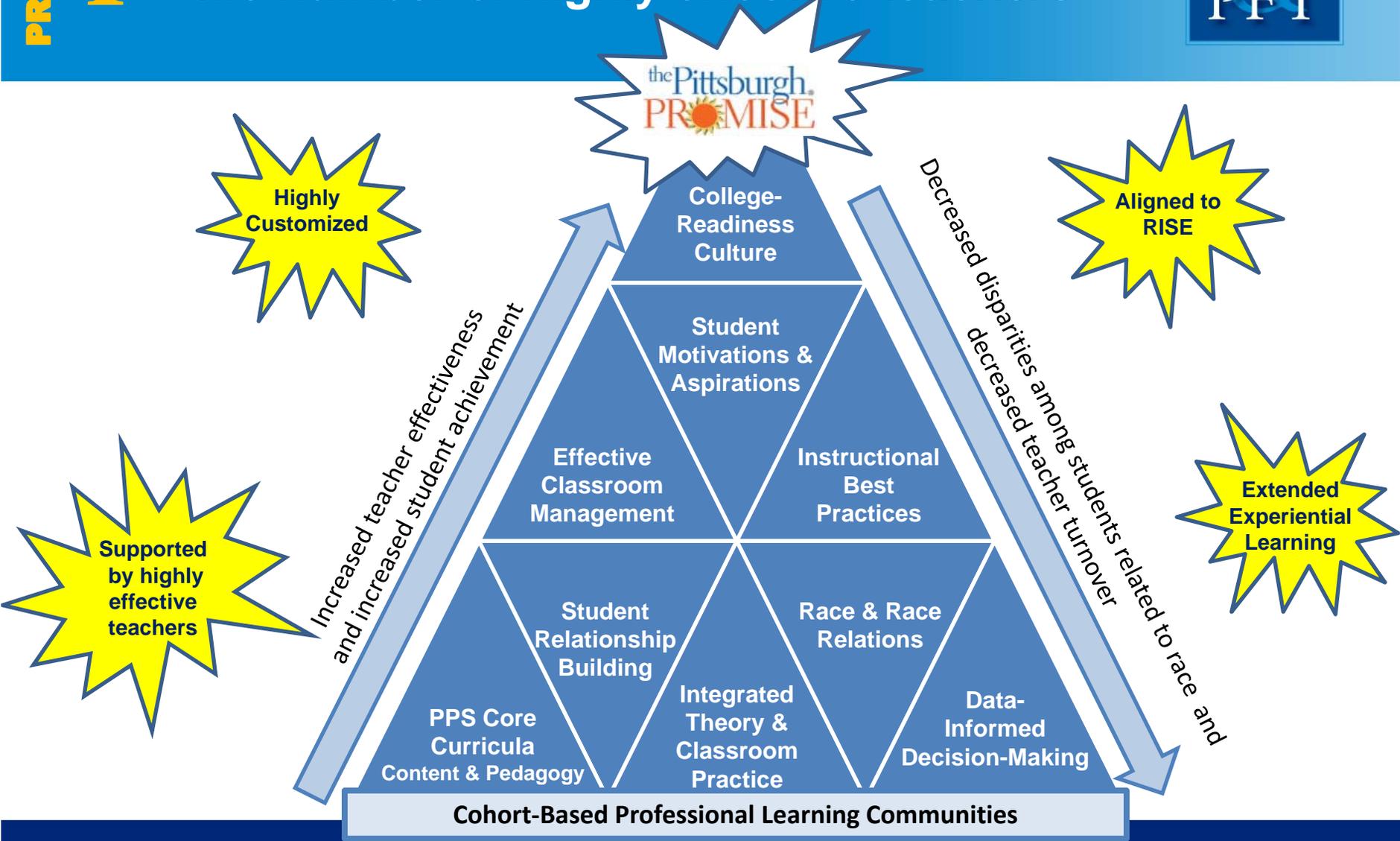
ALTERNATIVE CERTIFICATION PATHWAY

Opportunities will be available for career changers and recent graduates to pursue alternative certification in Math, Science and/or Special Education.

EXPERIENCED TEACHER IMMERSION

Experienced teachers will have the opportunity to visit the Academy for up to six weeks to spend time sharing and improving teacher practices.

The Teacher Academy will increase the number of highly effective teachers



PRIORITY 1 These programs will be launched in phases over the next two school years.



Programs	2010				2011				2012			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Enhanced Induction			▲ Summer 2010									
New Teacher Residency							▲ Summer 2011					
Alternative Certification Pathway							▲ Summer 2011					
Experience Teacher Immersion									▲ January 2012			

The Teacher Academy will increase the exposure of high-need students to highly-effective teachers



A CAREER LADDER ROLE:

- More flexible career choices with greater earning and promotional opportunities for highly effective teachers
- The Empowering Effective Teachers Plan has six career ladder opportunities

CLINICAL RESIDENT INSTRUCTORS (CRIs)

- Are highly effective teachers chosen to be faculty at the Academy who will teach some of our most needy students and serve as mentors and instructional coaches to new and experienced teachers
- Be responsible for formative and summative assessment of novice teachers
- Provide a variety professional development seminars
- Up to 50 CRIs across both Academies

Academy graduates will be highly effective and work with high-need students throughout the District.



NEW TEACHERS

- Rigorous **RISE** evaluation will ensure that only effective teachers graduate from The Academy and are placed in PPS classrooms.
- Graduates will have up to a full year of experience in PPS prior to being teacher of record.

EXPERIENCED TEACHERS

- Teachers will have extended time and support to focus on their professional growth aligned to **RISE**.
- Professional development will be customized and aligned to specific teachers strengths and needs based on **RISE**.

The Teacher Academy will ensure learning environment supports teachers' ability to be highly effective.



THE ACADEMY AS A MODEL TEACHING AND LEARNING ENVIRONMENT (TLE): The District and PFT will target support for TLE to Academy sites during the planning year and throughout implementation to create model Teaching and Learning Environments for PPS.

TLE CURRICULUM FOR NEW AND EXPERIENCED TEACHERS: The Academy curriculum will focus on the skills and mindsets needed to create and maintain positive TLEs in PPS schools and classrooms.

We recognize that through The Academy we are making a significant investment in the future of our teachers.



THERE ARE FOUR PRIMARY CATEGORIES OF COSTS:

Clinical Resident Instructors

- Salary differentials for Clinical Resident Instructors are codified in the June 2010 collective bargaining agreement

Resident Teachers

- Salaries and benefits for new teachers who participate in the year-long residency are also established by the June 2010 agreement

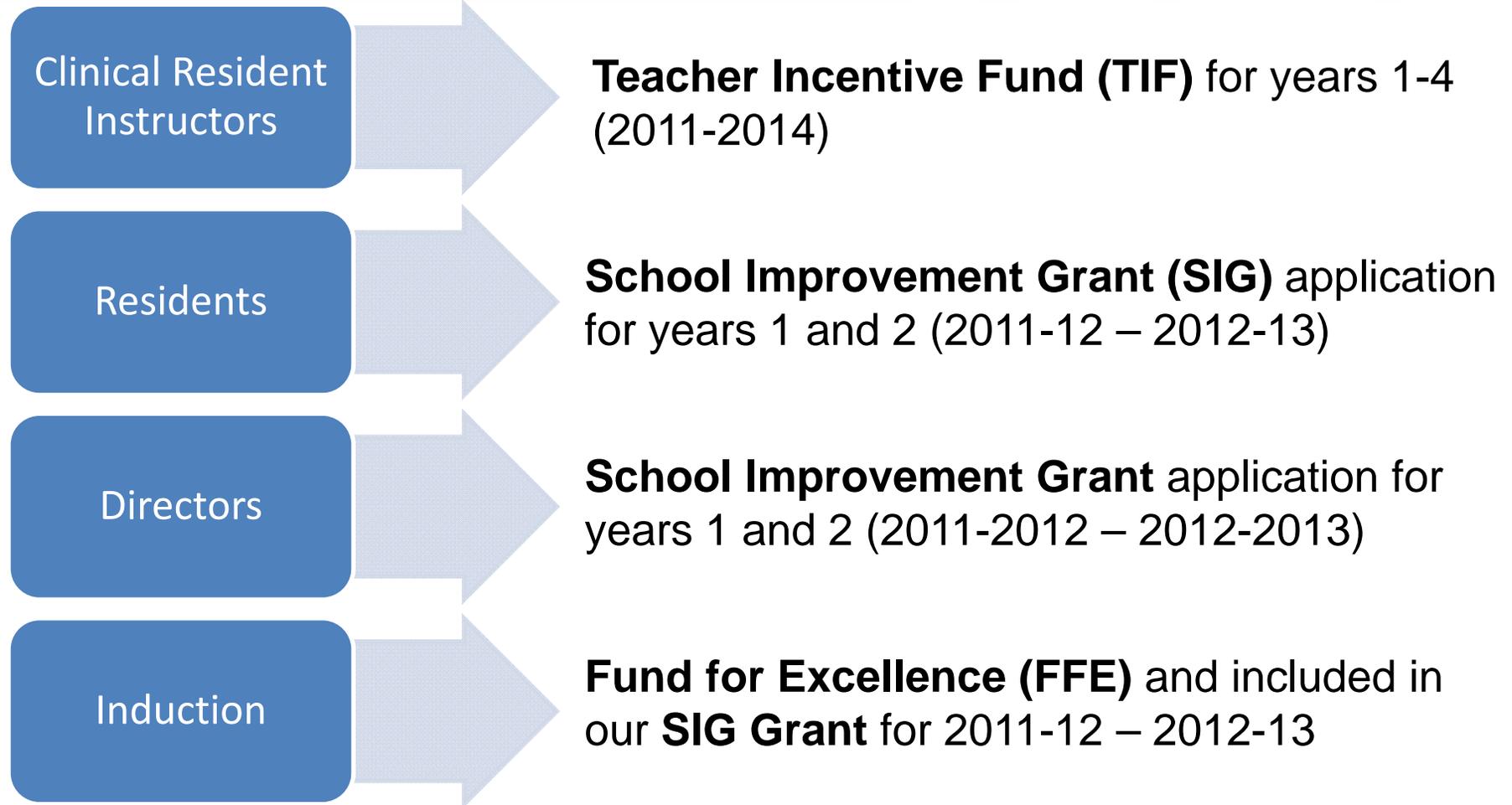
Academy Directors

- Salaries and benefits for Directors at each site who will manage the residency and immersion programs (Directors will be certified administrators)

Enhanced Induction

- Salaries and benefits for new teachers participating in the three-week enhanced induction program, program costs & materials

Each budget item for The Academy has been linked to a funding source



SITE SELECTION: Teacher Academy Site Selection Process



INCLUSIVE A cross functional team of stakeholders including representatives from Academics, Finance, Facilities, and Operations met – throughout the decision-making process.

COMPREHENSIVE Many sites were analyzed throughout the selection process. A rubric was created and used to guide this process to ensure that the comprehensive list of selection criteria were used to evaluate the various options.

ITERATIVE Decisions were revisited on an ongoing basis to account for adjustments in the program design and in response to information that was obtained through the feasibility study.

The following criteria were used to identify the best possible sites for Teacher Academy.



HIGH-NEED SCHOOL	ACADEMIC DISPARITIES	SCHOOL SIZE	SUITABLE FACILITY	SIG/RTTT ELIGIBLE	PROGRAM ALIGNMENT
<p>A high-needs school with a large low-SES population, low academic achievement and flat or negative trends in student performance data</p>	<p>Academic disparities within the school and/or District between racial and/or social economic subgroups</p>	<p>An adequate school population and student cohort size to maximize impact of the program</p> <p>K-8 > 500 9-12 > 800</p>	<p>A suitable facility that has space for the Academy program (renovation costs not to exceed current capital budget allocations)</p>	<p>An eligible school for the state School Improvement Grant (SIG) and/or Race to the Top (RTTT)</p>	<p>An academic program that supports the Academy model with no competing reform model being planned or implemented</p>

Recommended Teacher Academy Sites



Comprehensive
High School

**Pittsburgh
Brashear
High School**

Elementary &
Middle School

**Pittsburgh
King ALA
K-8**

The two sites best met the selection criteria



ACADEMY SITE SELECTION

RECOMMENDED SITES	HIGH-NEED SCHOOL	ACADEMIC DISPARITIES	SCHOOL SIZE	SUITABLE FACILITY	SIG/RTTT ELIGIBLE	ACADEMIC PROGRAM
M.L. KING ALA K-8	✓	✓	✓	✓	✓	✓
BRASHEAR HIGH SCHOOL	✓	✓	✓	✓	✓	✓

Pittsburgh Brashear is the right choice for the 9-12 Teacher Academy.



- Brashear is the second largest secondary school in PPS with 1193 students.
- Brashear has the 3rd largest number of African American students (423) of the District's secondary schools.
- 36% of the student population is African American and 9% are Hispanic, Asian or Multi-Racial.
- Brashear has the largest number of students on Free & Reduced lunch (720) of the District's secondary schools. 60% of Brashear students qualify for free or reduced lunch.
- Significant number of Out of School Suspensions.
- Only 51.4% of Brashear students are Promise-ready.
- Other data: Graduation rate 86.7% (6th lowest); Attendance rate 87% (6th highest)

Achievement at Brashear has declined significantly over the past two years.

OVERALL % OF PROFICIENT AND ADVANCED STUDENTS HAS DECLINED SIGNIFICANTLY

Subject	2008	2009	2010	AYP	Point Δ 08-10
Reading (63%)	59.4	48.0	*45.7	Not Met	-13.7
Math (56%)	66.6	48.7	*36.2	Not Met	-30.4

% OF AFRICAN AMERICAN STUDENT PROFICIENT AND ADVANCED HAS ALSO DECLINED SIGNIFICANTLY

Subject	2008	2009	2010	AYP	Point Δ 08-10
Reading (63%)	30.3	29.4	*22.9	Not Met	-7.4
Math (56%)	44.1	26.8	*19.5	Not Met	-24.6

*Preliminary 2009-2010 Data

Brashear is also a logical selection given the facility and competitive grant eligibility.

A SUITABLE FACILITY

- NO renovations are required to support The Academy
- The population of 1100 is less than the facility capacity of 1772

AN ELIGIBLE SCHOOL

- The state identified Brashear as a school in need of dramatic improvement; therefore, the school is eligible for significant funding through the School Improvement Grant.
- Brashear was also identified as a school eligible for Race to the Top.

Pittsburgh King is the right choice for the K-8 Teacher Academy.



- King is the 5th largest K-8 school in PPS with 533 students.
- King has the 2nd largest number of African American students with 422 students of the District's K-8 schools.
- 80% of the student population is African American and 7% are Hispanic, Asian or Multi-Racial
- King has the largest number of students on Free & Reduced lunch (495) of the District's K-8 schools. 89% of King students qualify for free or reduced lunch.
- King has the highest number of Out of School suspensions compared to other K-8 schools (significantly higher). Over 800 OSS in 2009-10, which is over 200 greater than any other K-8 school.
- King has one of the lowest attendance rates (91.6%) of the K-8 schools.

Achievement at Pittsburgh King declined in both reading and math over the past two years.



OVERALL % OF PROFICIENT AND ADVANCED STUDENTS HAS DECLINED SIGNIFICANTLY

Subject	2008	2009	2010	AYP	Point Δ 08-10
Reading (63%)	38.6	34.6	*36.3	Not Met	-2.2
Math (56%)	40.3	37.2	*39.5	Not Met	-.8

% OF AFRICAN AMERICAN STUDENT PROFICIENT AND ADVANCED HAS ALSO DECLINED

Subject	2008	2009	2010	AYP	Point Δ 08-10
Reading (63%)	37.3	33.2	*31.5	Not Met	-5.8
Math (53%)	39.3	33.7	*35.8	Not Met	-3.5

***Preliminary 2009-2010 Data**

King is also a logical selection given the facility and status as SIG eligible.



A SUITABLE FACILITY

- Minimal renovations are required to support The Teacher Academy
- Necessary renovations can be supported within the existing capital budget
- The population of 533 is less than the facility capacity of 1141

AN ELIGIBLE SCHOOL

- King was also identified by the state as a school in need of dramatic improvement; therefore, the school is eligible for significant funding through the School Improvement Grant.

Teacher Academies at Brashear & King Timeline



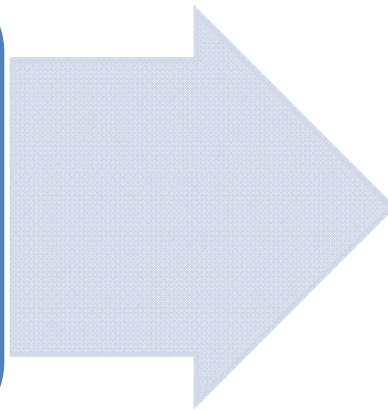
**AUGUST
2010**



**AUGUST
2011**



Board Approval
of Academies
Brashear &
King



Launch of The Teacher
Academy at Pittsburgh King
& Pittsburgh Brashear
2011-2012

2011-2012 Teacher Academies at Brashear and King



4 Critical Reasons we should not wait:

1. Student achievement is very poor and declining at both Brashear and King
2. Facilities require little to no renovations
3. Funding has been sourced and/or secured
4. We already postponed the launch of the high school in (2010-2011) from the original EET proposal

Launching the Teacher Academies at Brashear and King require:



- **Developing job descriptions for teachers, CRIs and Academy Directors**
- **Developing and communicating staffing plan (to include reconstitution of existing staff)**
- **Recruiting**
- **Selecting and Hiring**
- **Master scheduling**
- **Developing Professional development model for CRIs**
- **Developing Program design for alternative certification**
- **Designing the Program/Model/Plan for Experienced Teacher Immersion (ETI) cycles for 5 years**
- **Designing the Program for new teachers (Residency Model)**

Continued...Launching the Teacher Academies at Brashear and King require:



- Including The Teacher Academy description in the Options and Offerings Guide for both schools
- Developing student community/family engagement plan
- Developing Residency curriculum/ program requirements
- Developing summer school model for Academy sites
- Aligning Clinical Resident Instructor schedule to other career ladder positions such as Promise Readiness Corps and Instructional Teacher Leaders and Behavior Specialists
- Aligning decisions of ALA model to Academy model including Clinical Resident Instructor schedule and program of studies