

Contemporary Attempts at Teacher Reform

SETON HALL LEGISLATIVE JOURNAL SYMPOSIUM

Dr. Michael Kuchar, Bergenfield Schools Superintendent



All Part of a Global Perspective

Randi Weingarten, American Federation of Teachers President

“..... With rare exceptions, teacher evaluation procedures are broken, cursory, perfunctory, superficial and inconsistent.



Chicago Teacher Strike

- The Chicago teachers strike drags into a second week, after a representative group of the Chicago Teachers Union decided over the weekend not to end the walkout even though union leaders and school officials had reached a tentative contract deal. The strike in the third-largest school system in the country is affecting more than 350,000 children.
- A quick primer:

Q. What's the sticking point?

A. Among the major issues, the teachers are negotiating over the length of the school day, **objecting to their evaluations being tied to performance** and fretting about potential job losses. CNN September 17, 2012

Management motive in Chicago

In 2010 high school graduation rate for Chicago Public Schools was 55.8 percent.

During the same time period, only .03% of all Chicago Public School teachers received an unsatisfactory rating on annual evaluation.

Rethinking Teacher Evaluations: Findings from the Excellence in Teaching Project Chicago Public Schools (2010). Consortium on Chicago School Research by the Urban Education Institute, University of Chicago.

Widget Effect

- Fewer than one percent of the 40,000 teachers covered by the study had ever received a less than satisfactory rating on an evaluation.
- Effective teachers are the key to student success. Yet our school systems treat all teachers as interchangeable parts, not professionals. Excellence goes unrecognized and poor performance goes unaddressed. This indifference to performance disrespects teachers and gambles with students' lives. *The Teacher Project 2009.*

One of the outcomes:
857 empty desks = number of dropouts from
American schools every hour of every day

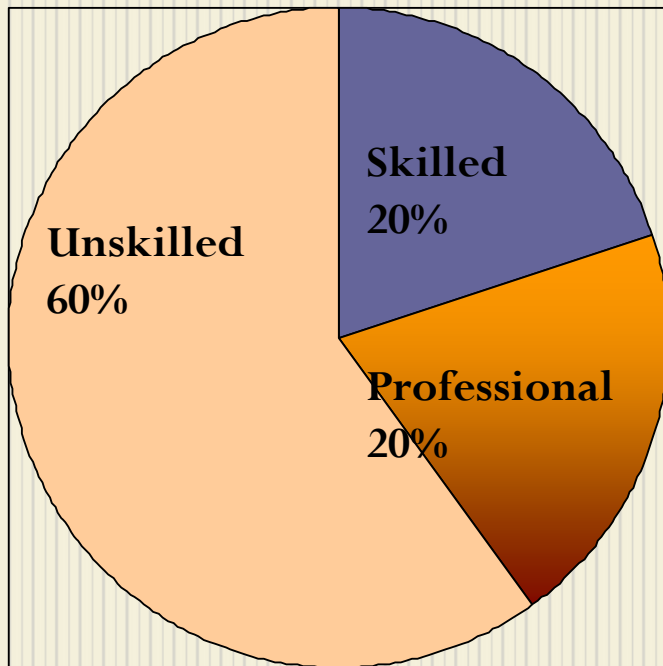


In order to earn a decent wage in today's economy, most students will need at least some postsecondary education. (U.S. Department of Labor)

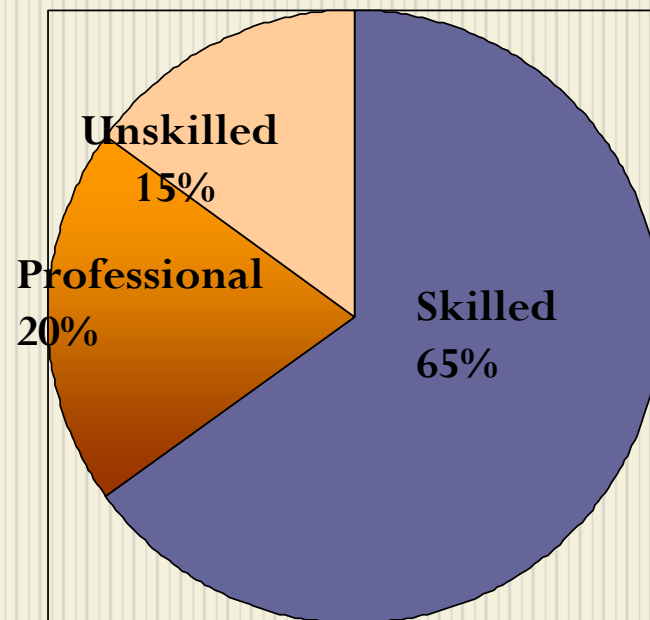
- Nearly 44 percent of dropouts under age 24 are jobless, and the unemployment rate of high school dropouts older than 25 is more than three times that of college graduates. (United States Department of Labor, 2012)
- Despite sustained unemployment, employers are finding it difficult to hire Americans with the skills their jobs require, and many expect this problem to intensify. ("Getting Ahead..." Business Roundtable, 2009, and "An Economy that Works," McKinsey & Company, 2011)
- The share of jobs in the U.S. economy needing a college degree will increase to 63 percent in the next decade. This will require 22 million new employees with college degrees. At the current pace, the nation will fall at least 3 million college degrees short. (A. Carnevale, N. Smith, and J. Strohl, Help Wanted: Projections of Jobs and Economic Requirements Through 2018 (Washington, DC: Georgetown Center on Education and the Workforce, 2010))

Change in Workforce

1950

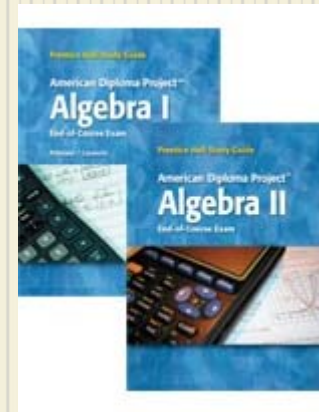
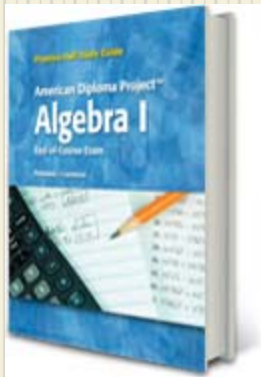


2000



American Diploma Project

The Economic Case for
College and Career
Readiness: Implications of
National Trends

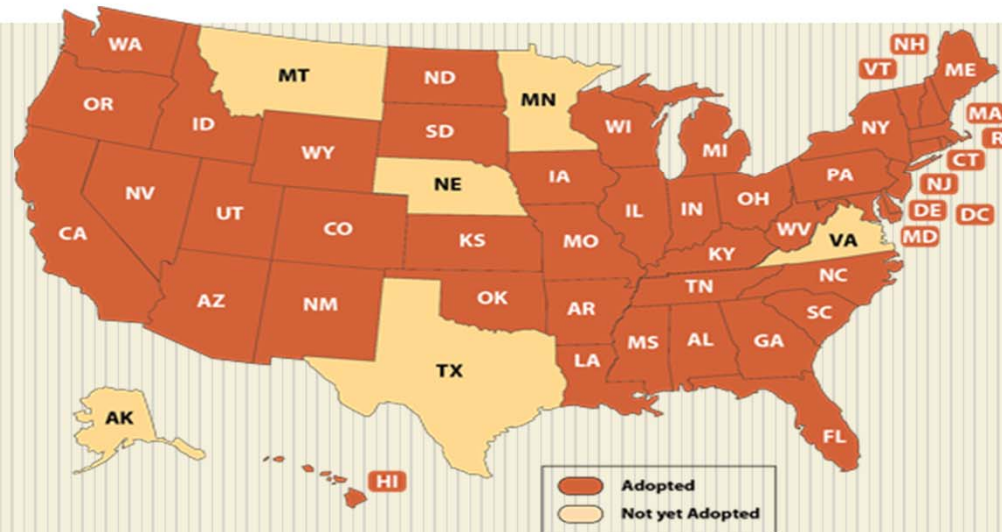


National CCS are here

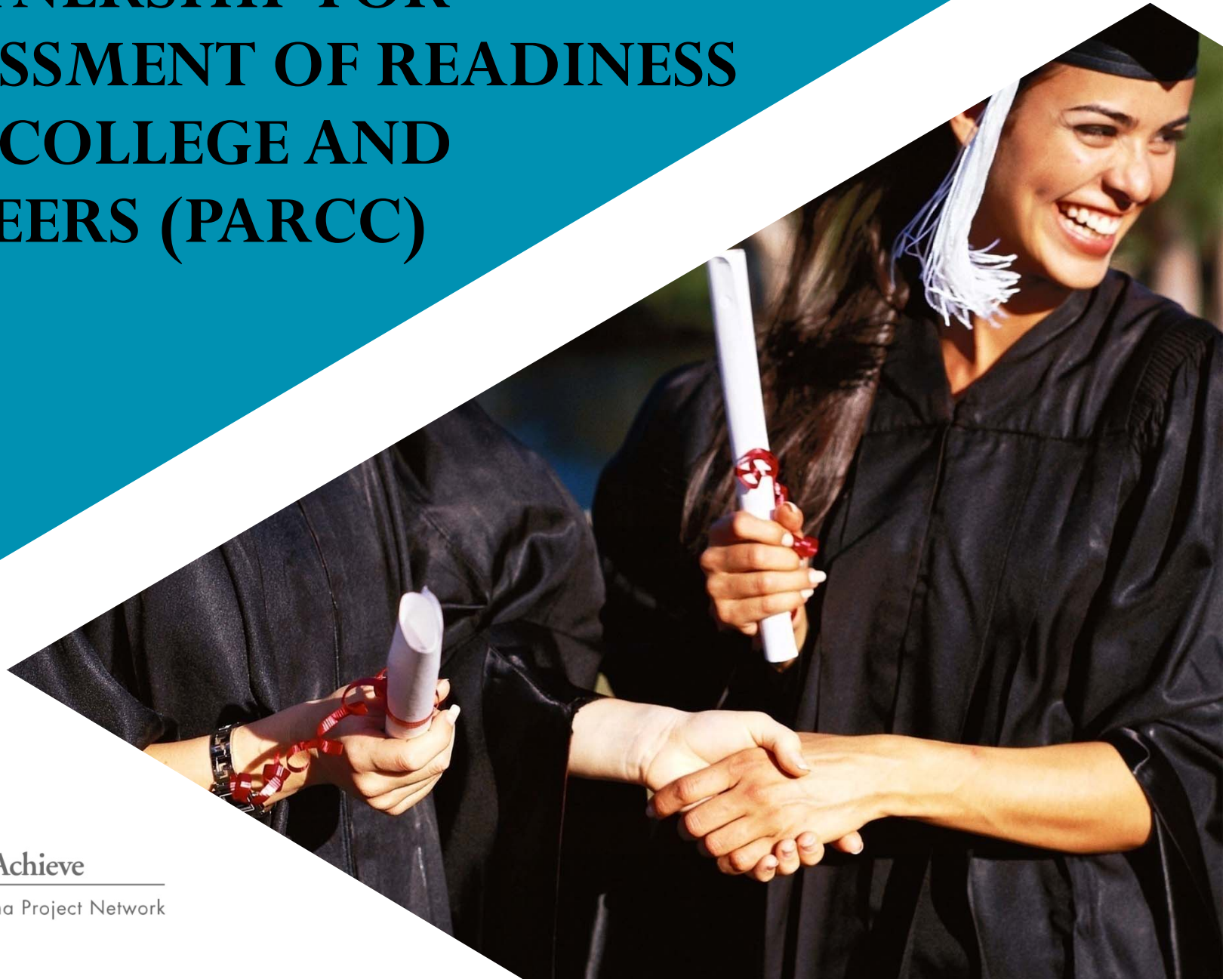


COMMON CORE STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)



Achieve

American Diploma Project Network

Building a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
• 12th-grade bridge courses
• PD for educators

K-2

3-8

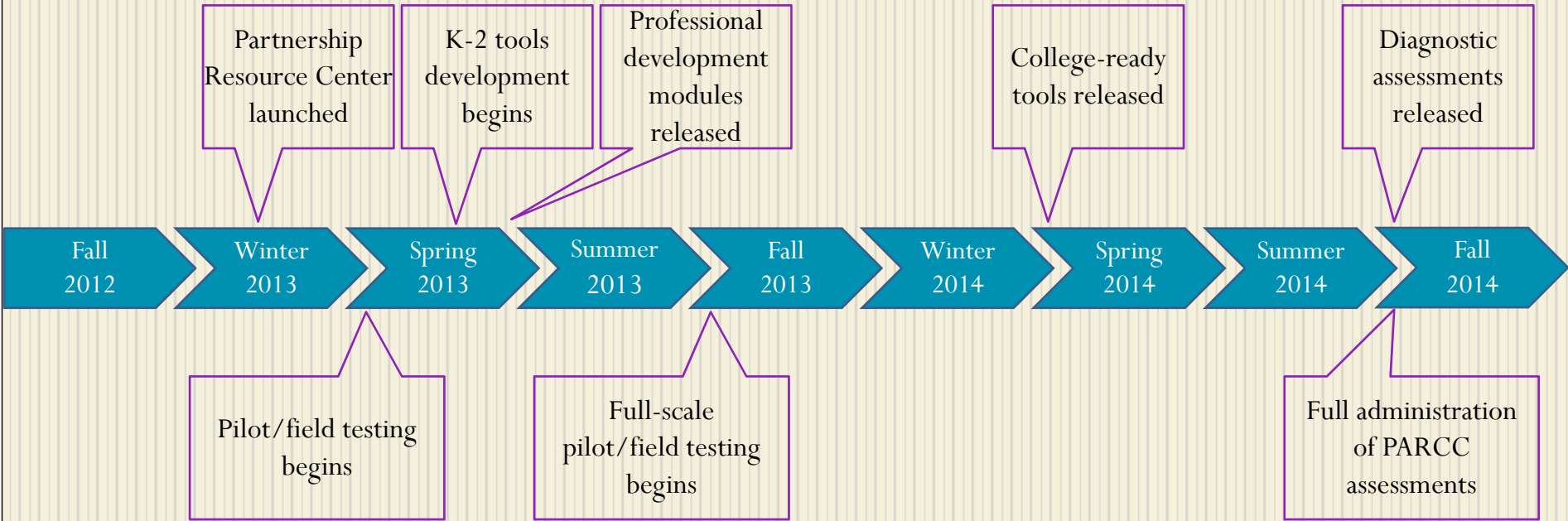
High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

PARCC Timeline Through Fall 2014

PARCC Tools & Resources



PARCC Assessment Implementation

Linking Student Achievement to Teacher Practice

More than two decades of research findings are unequivocal about the critical connection between teacher effectiveness and student learning. The research shows that student achievement is strongly related to teacher quality; highly skilled teachers produce improved student results.

NJ Teacher Effectiveness Evaluation System

Teacher Evaluation 100%

Student Achievement (outputs of learning) 50% of total evaluation

Measures of Student Achievement include:

- **Student achievement** on state-approved assessments or performance-based evaluations, representing **35%-45%** of the evaluation; and
- State-approved **school-wide** performance measure, representing **5%** of the evaluation.
- Districts have the option of also including additional performance measures.

Teacher Practice (inputs associated with learning) 50% of total evaluation

Measures of Teacher Practice include:

- Use of a state-approved **teacher practice evaluation framework** and measurement tools to collect and review evidence of teacher practice, including classroom observation as a major component, representing **25%-47.5%**; and
- At least one **additional tool** to assess teacher practice, representing **2.5%-25%**.

Circle of Critical Observation

Essential question- what would attorneys/future attorneys need or want to know about Current Teacher Evaluation. In essence, how to answer the “so what” question.

Defend a teacher who receives poor evaluation or represent a district who seeks to terminate an ineffective teacher.

Relationship of teacher evaluation to legal cross-examination.

The next time you are cross examining a witness, you may want to remember the four fundamental points you need to either bolster or discredit depending on the issues of your case. The four pillars of witness credibility are: 1) Competency; 2) Bias; 3) Perception, and; 4) Truthfulness. Credibility is always left for a judge or jury to decide; discredited testimony of an individual witness can have a major impact on the outcome of a trial

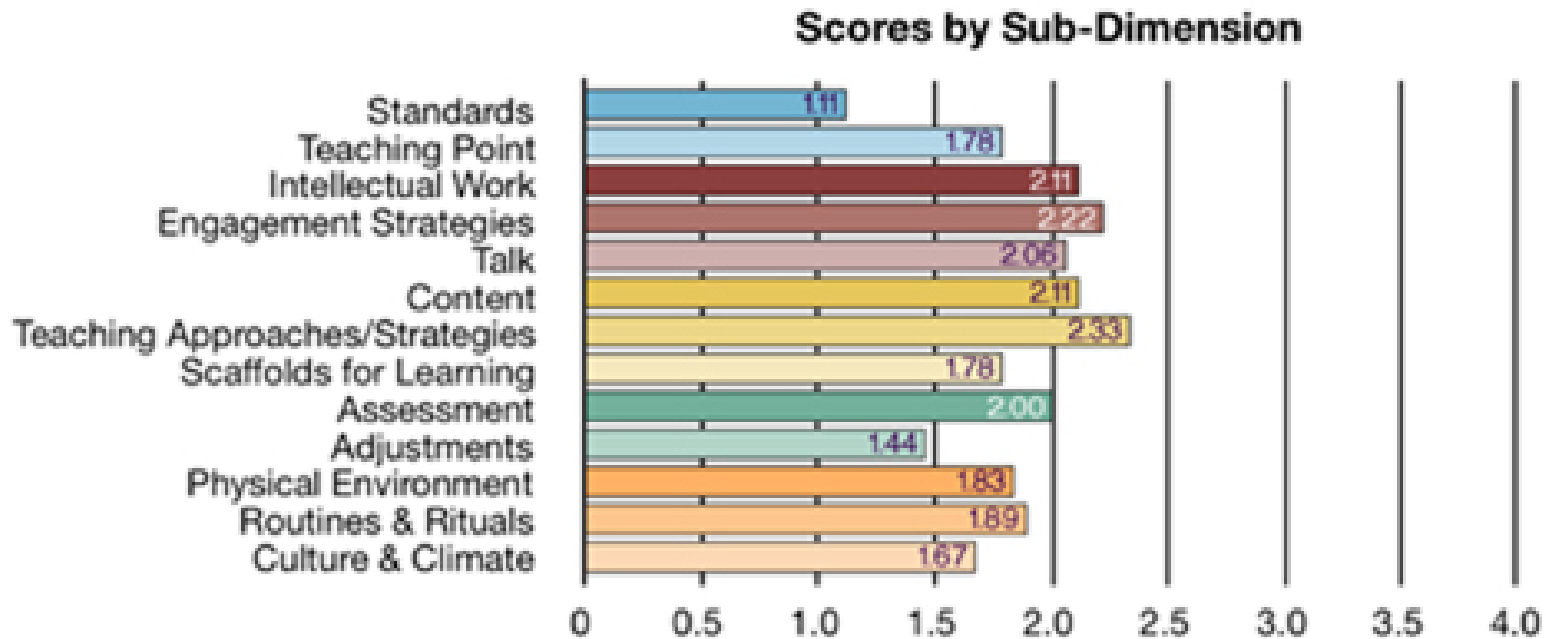
The first pillar is competency

Is the evaluator competent ? We know that in the state of New Jersey- certified equals qualified. Does that equate with competent?

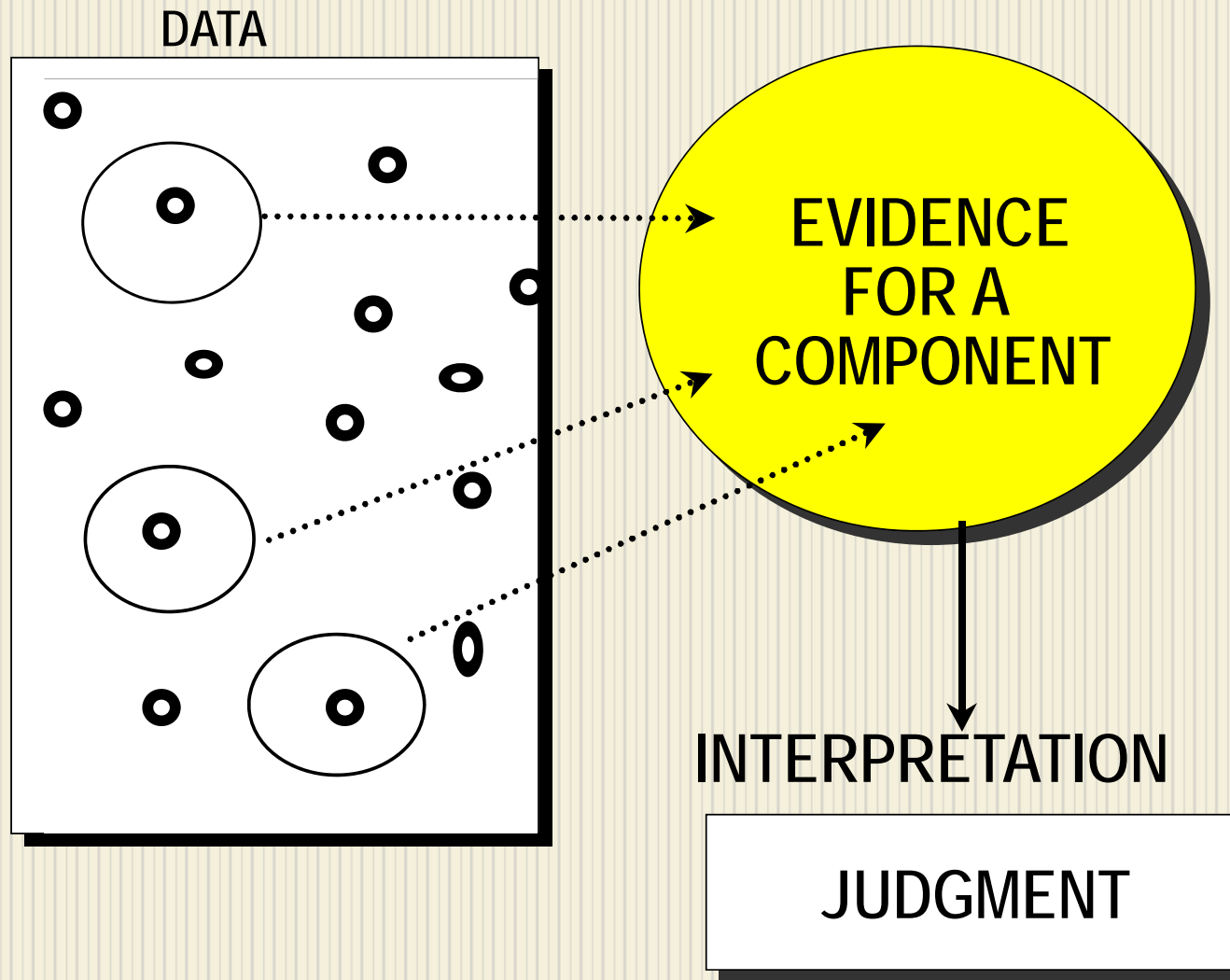
Training Evaluators and Teachers

- The district has implemented a rigorous training and certification process in which evaluators will participate in face to face training, and online learning using master-scored videos.
 - Evaluators will be expected to pass a performance-based assessment before being certified by the district as ready to evaluate teachers.
 - By ensuring a high bar for observer mastery, the district will build in fairness to teachers, who deserve to be evaluated by trained, highly skilled evaluators.
- This plan engages teachers, as well, through the use of face-to-face professional development and online training resources.
- This combination of services and tools for training and certifying raters, as well as training and resources for teachers, delivered by the Danielson Group and Teachscape will enhance what the district has already begun.

5D Assessment University of Washington



Evidence, Interpretation, Judgment



The second pillar is bias:

Does the observer have a motive to evaluate subjectively? Bias does not have to be negative. Do we over rate a teacher if they are helpful, volunteer for lunch duty and cover classes?

Each District in EE4NJ chooses a research based Teaching Framework

“Read like a detective, write like a reporter.”



Danielson Framework for Teaching

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Domain 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Framework tied to observation rubric

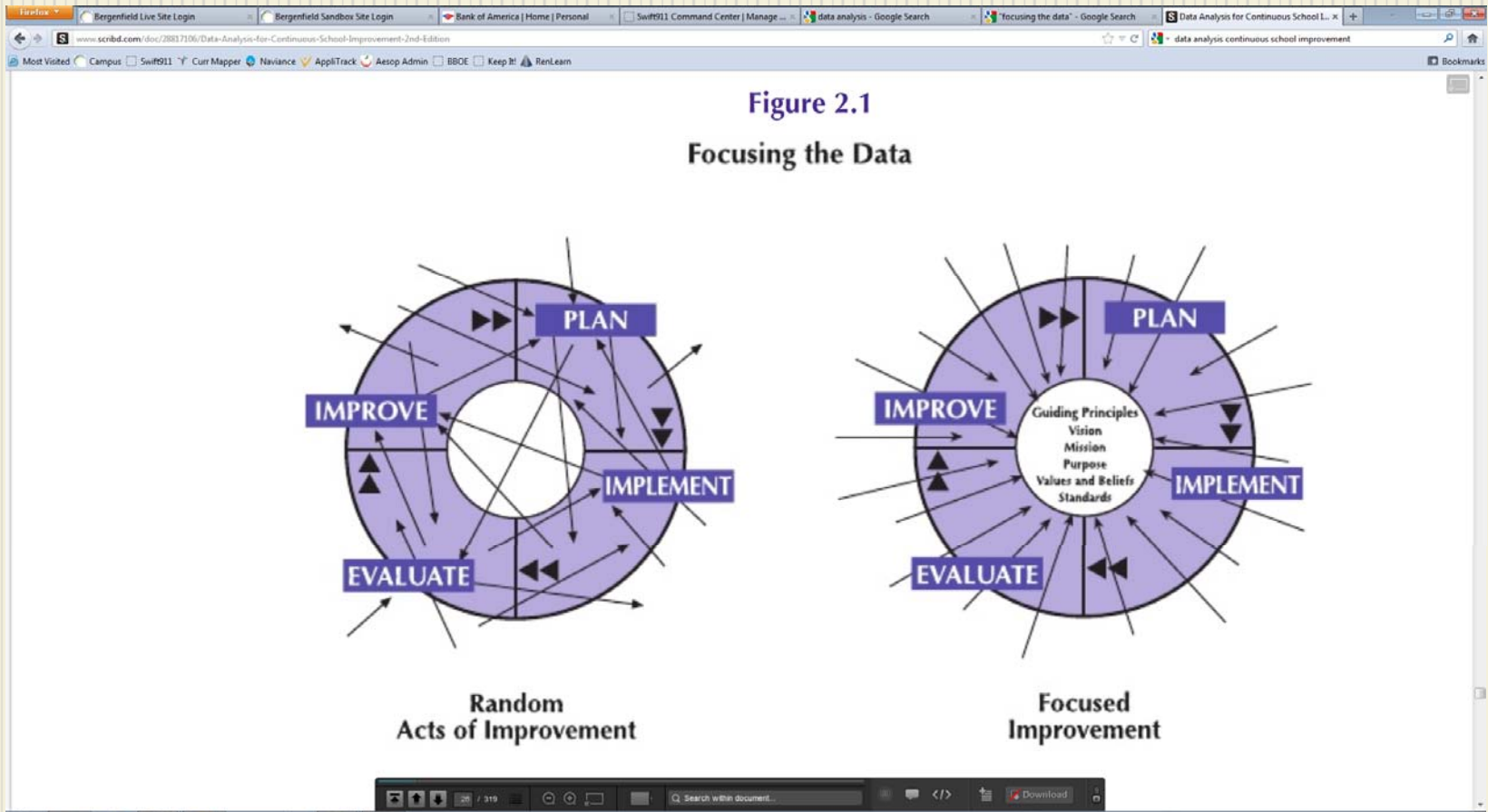
- The evaluation structure for teachers will, at a minimum, range from "ineffective" to "partially effective," "effective" and "highly effective."
- Tenure Charges -A superintendent must file tenure charges of inefficiency against a teacher after two unsatisfactory annual evaluations, but the superintendent "upon a written finding of exceptional circumstances may defer the filing of tenure charges until after the next annual summative evaluation," according to the law. If that exception is exercised and the teacher receives a third consecutive unsatisfactory evaluation, the superintendent must file charges of inefficiency.

Evidence: JUST THE FACTS!

Evidence is a **factual** reporting of events. It may include teacher and student **actions and behaviors**. It may also include **artifacts** prepared by the teacher or students.

It is not clouded with personal opinion or bias.

Focus on Evidence



50% Teacher Practice

- Use of a state-approved teacher practice evaluation framework and measurement tools to collect and review evidence of teacher practice, including:
 - Classroom observation as a major component.
- Bergenfield chose the Charlotte Danielson Framework for Teaching, while the District Evaluation Pilot Advisory Committee is working with NJDOE to select the additional tool.

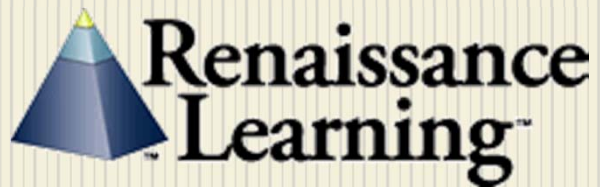
The third pillar is perception

Was the observer able to actually experience (see, hear, touch, taste, and/or smell) the events that she is writing into the evaluation?

50% Student Achievement

- Measures of student achievement include:
 - Student growth on state-approved assessments or performance-based evaluations.
 - State-approved school-wide performance measure.
 - Districts have the option of also including additional performance measures.
- Bergenfield may use aggregated growth of subgroups, utilizing SAT, ACT, AP, N.W.E.A, Renaissance Learning, and/or writing portfolios.

Formative Assessments



- State-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth
- Tailored reports give educators information to guide decisions
- Ren Learn classroom resources help teachers directly apply assessment results to instructional planning

PARCC K-8 Formative Assessment- HS Subject end of year test.

Formative Assessment is the exercise of *diagnostic professional judgment for the purpose of analyzing practice to guide future development.*

i.e. Algebra 1 pilot- State of NJ- only 30% of students showed proficiency in Alg 1 end of year test.

Is this fair to teachers?

- Teachers cannot control what happens at home.
- Teacher cannot control the environment outside school.

All true, but we know that the most decisive element of student learning is the classroom teacher. MET (Measures of Effective Teaching) study shows that two consecutive years of poor teaching puts a student 5 grade level behind their peers.

Answer:

Focus on Student Growth vs. Achievement

SGP-What is it?

- An individual student's SGP compares achievement change in scale score from one year to the next with that of his/her peers in the state
- A class, grade or school SGP is the aggregate median of the students' SGPs
- [Video link](#)

The last pillar is truthfulness:

- can the observer withstand cross examination by examining prior inconsistent observations.

School Improvement Panels

School Improvement Panels These panels, headed by a school principal (or a designee who must be a certificated district employee), will make tenure determinations, including oversight of mentoring, identifying professional development, and conducting teacher evaluations. The panels will also include an assistant or vice principal, and a teacher.

Dr.Allan Odden

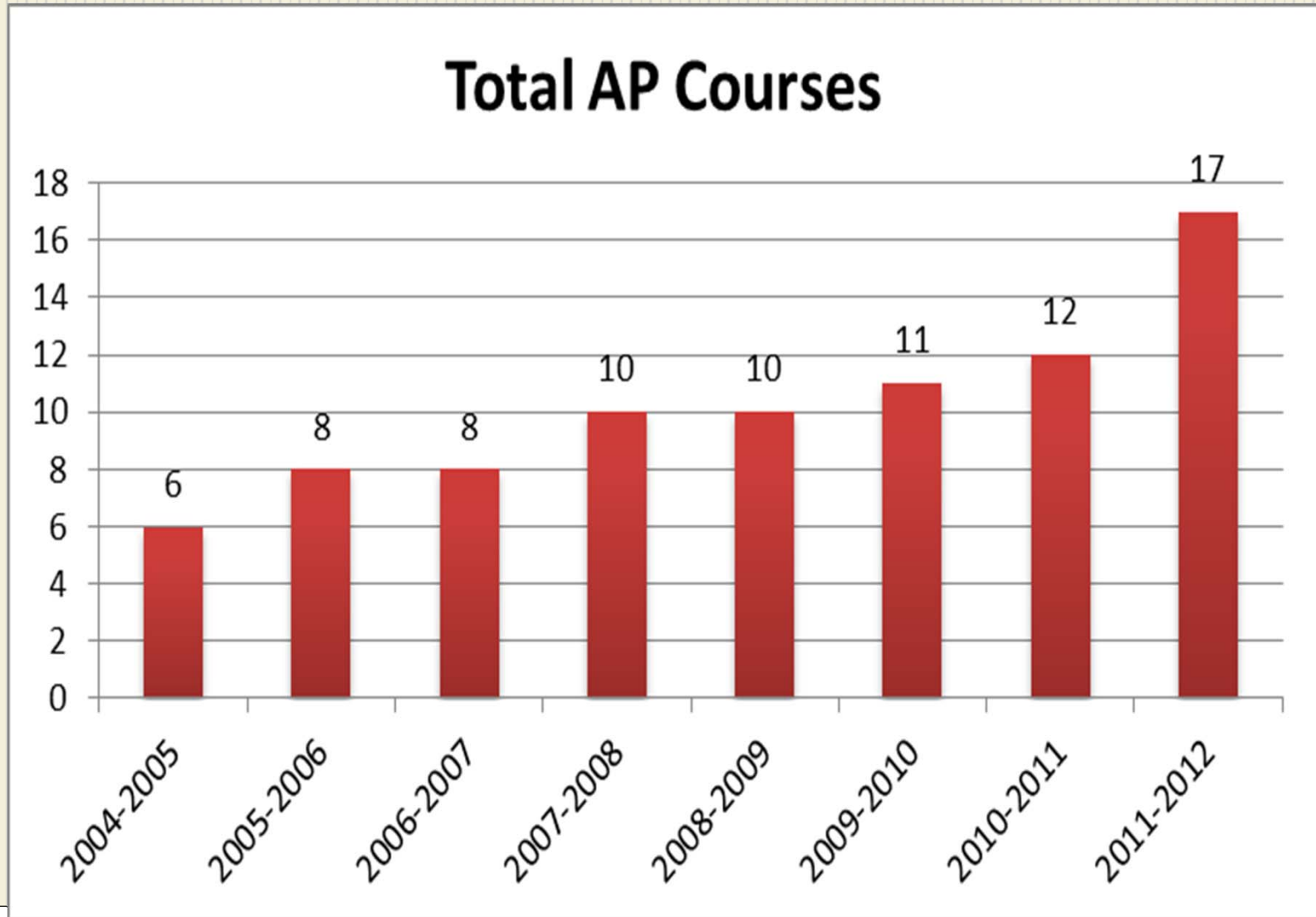
University of Wisconsin

- **"The problem isn't funding, it is having the will and persistence to fix the system."**

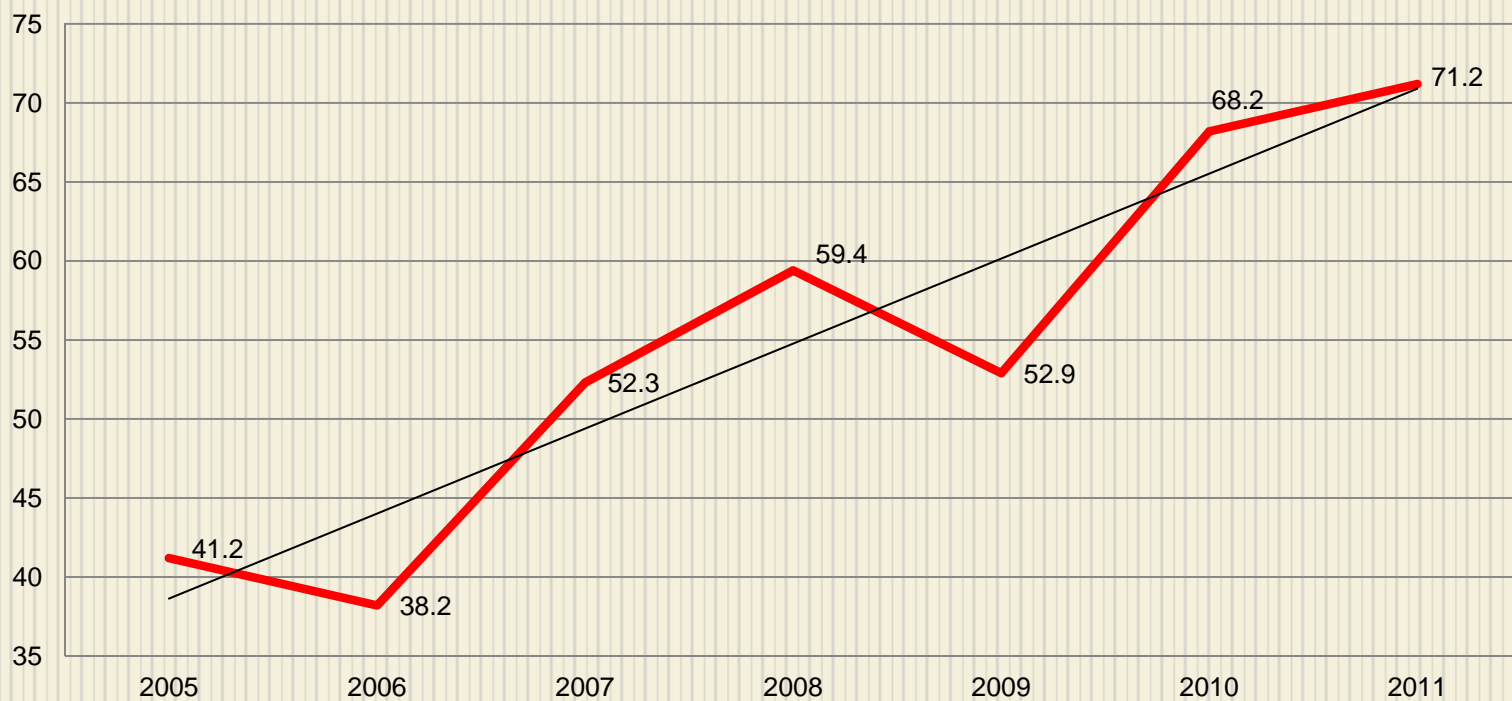
Bergenfield sees a difference

- Advanced Placement participation and performance soars!
- High School dropouts reduce from 63 in 2005 to only 1 in 2011.
This year we hit our target on ZERO students!
- Acceptance rate at college is over 97%!
- In 2010, Bergenfield HS is ranked the #1 most improved high school in the state of NJ!

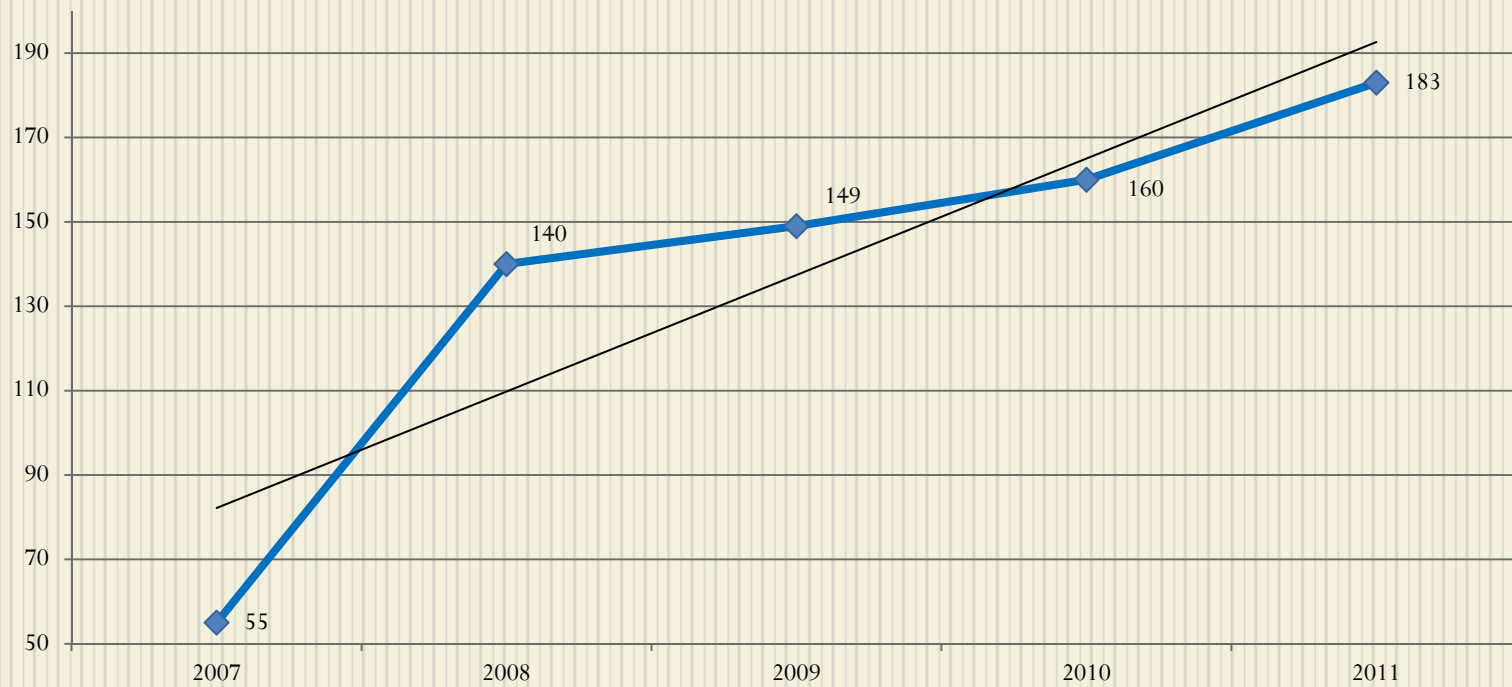
Open Enrollment AP Courses



% of Total AP Students with Score 3+

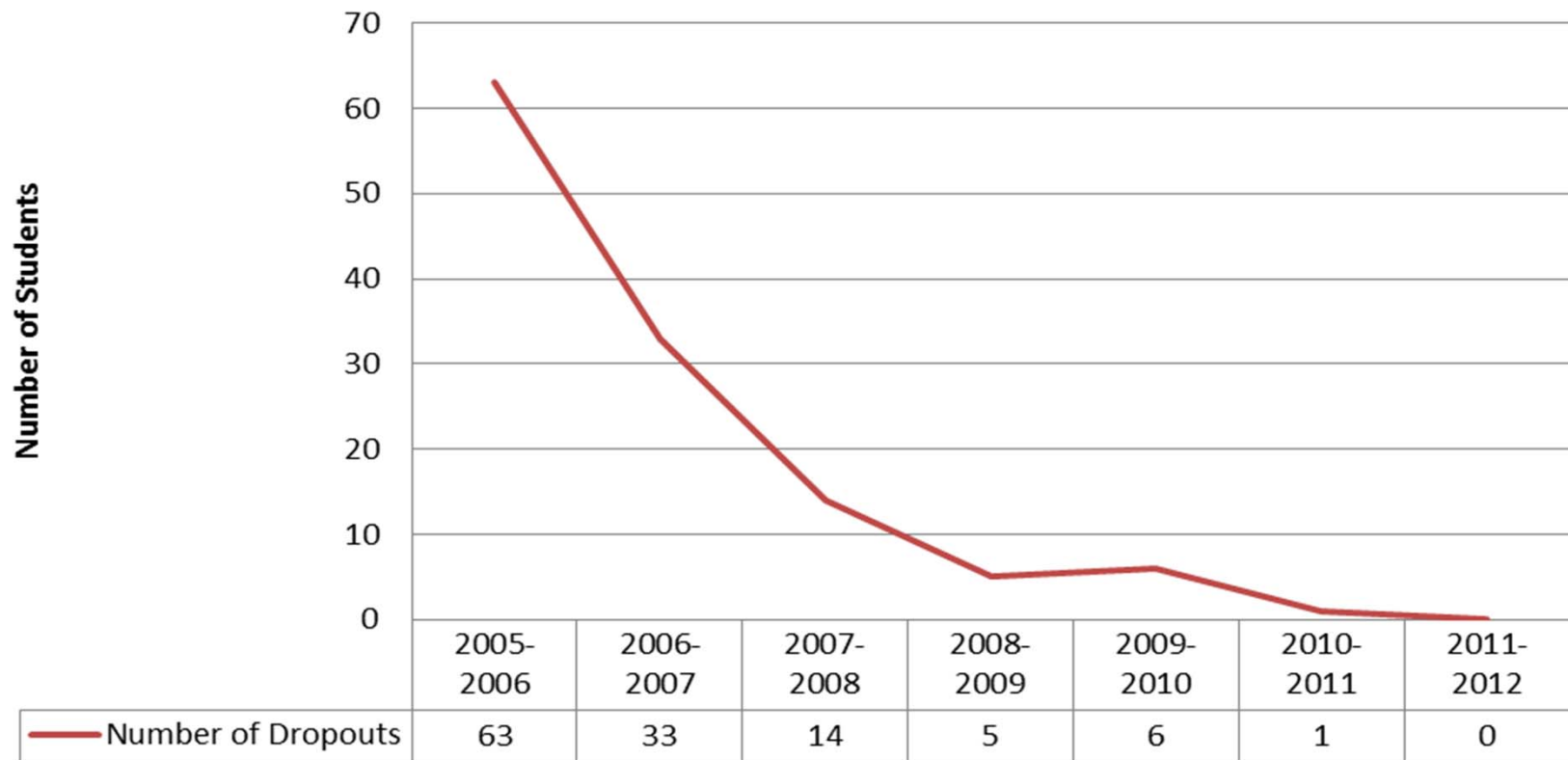


4 Year College Attendance Rate



Dropout Data

Bergenfield High School Dropouts



Presentation on Bergenfield Website

www.bergenfield.org

mkuchar@bergenfield.org