



# The Impact of State and Local Human Capital Policies on Chicago Public Schools

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November 2009



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# The New Teacher Project

**The New Teacher Project (TNTP) helps school districts and states fulfill the promise of public education by ensuring that all students – especially those from high-need communities – get excellent teachers.**

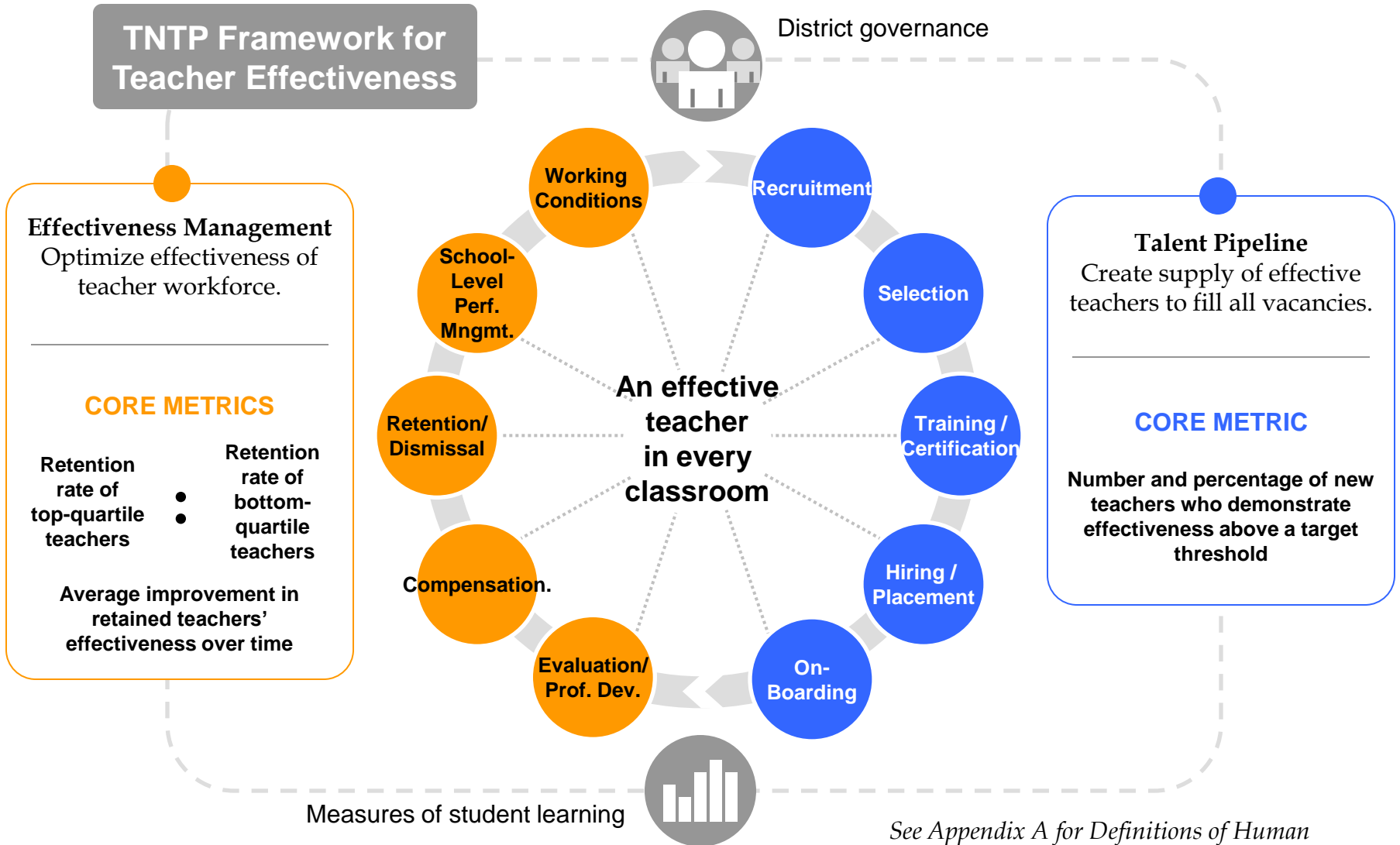
- National nonprofit, founded by teachers in 1997
- Partners with school districts, state education agencies, and charter schools
- Targets acute teacher quality challenges
- Delivers a range of customized services and solutions on a fee-for-service basis
- Approx. 200 employees, most embedded in school district offices; majority are former teachers
- Past and present clients include:

*Districts:* Baltimore, Chicago, Denver, Memphis, New Orleans, New York, Oakland, Philadelphia, San Antonio, Washington, DC

*States:* Alaska, Louisiana, Texas, Virginia



To realize sustainable improvement, effective teaching must be the guiding concern behind all elements of a district's human capital system.





## In 2008, TNTP collaborated with the Chicago Public Schools to investigate the impact of state and local policies on several aspects of the continuum.

TNTP has conducted its analysis using four primary methods:

- **Analysis of relevant state and local policy documents**, including state laws, Illinois State Board of Education regulations, current Chicago Public Schools (CPS) procedures, and the agreement between CPS and the Chicago Teachers Union.
- **Stakeholder interviews** with district administrators, HR staff, principals and teachers.
- **Survey data** collected from district teachers and administrators (principals and assistant principals). Surveys yielded a 34 percent teacher response rate and a 77 percent administrator response rate.\*
- **Extant data** collected from 2003-04 school year to the 2008-09 school year.





## CPS participated concurrently in TNTP's national report, *The Widget Effect*, which researched teacher evaluation and dismissal practices.

In fall 2008 through spring 2009, TNTP partnered with **12 school districts** in **four states** to analyze each district's evaluation, tenure, remediation and dismissal policies and practices as well as each state's teacher performance management policies.

### Arkansas

- El Dorado Public Schools
- Jonesboro Public Schools
- Little Rock Public Schools
- Springdale Public Schools

### Colorado

- Pueblo City Schools
- Denver Public Schools

### Illinois

- **Chicago Public Schools**
- District U-46 (Elgin)
- Rockford Public Schools

### Ohio

- Akron Public Schools
- Cincinnati Public Schools
- Toledo Public Schools



Over 50 district and state officials and 25 teachers' union representatives actively informed the study through advisory panels in each state.

Panel members provided ongoing feedback and perspective and were invited to submit unedited written responses to the study's findings and recommendations.



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## Summary of CPS Findings

- 1** State certification requirements **impede administrators from attracting and retaining teachers**, especially in high-need subject areas, and though teachers find some professional development helpful, many find the certificate renewal process **confusing and cumbersome**.
- 2** While support exists among teachers and administrators for the mentor programs in CPS, current practices lead to **missed opportunities for new teachers to participate in and benefit from** the specific services that most improve teaching and learning.
- 3** Almost all CPS teachers are rated the equivalent of “good” or “great” on their performance evaluations, which are **not rigorous and do not provide sufficient feedback** to help improve performance.
- 4** The vast majority of CPS teachers and administrators **support changing how reductions in force are implemented** so that layoff decisions are based on multiple factors that measure teacher effectiveness.



**To ensure a high-quality teacher workforce, the state of Illinois and CPS both must reform their human capital policies.**



# #1

## ▶ Finding

**State certification requirements impede administrators from attracting and retaining teachers, especially in high-need subject areas, and though teachers find some professional development helpful, many find the certificate renewal process confusing and cumbersome.**



# Illinois State Certification Rules: Overview



## Illinois Certification Process

In 2000, Illinois instituted a three-tiered system, in which teachers hold one of three certificates:

**Initial** → **Standard** → **Master**

Teachers are required to at least gain and maintain a standard certificate in order to remain certified in Illinois.

Teachers who are transferring from out-of-state or seeking certification through an alternate route, hold a *provisional* certificate prior to receiving an initial certificate.

Teachers must hold an *endorsement* in the subject area they teach. Teachers may have multiple endorsements on one teaching certificate.

## Requirements to Maintain Illinois Certification

**Initial** certificate holders must complete four years of teaching and professional development options,\* which amounts to at least **60** professional development units in order to earn their standard certificate.

**Standard** certificate holders must renew their certificate every five years by completing professional development that amounts to at least **120** professional development units.

**Master** certificate holders must have gained National Board Certification and are required to renew their license every ten years based upon the standard certificate renewal requirements.

\*See Appendix B for types of activities that qualify as professional development options.



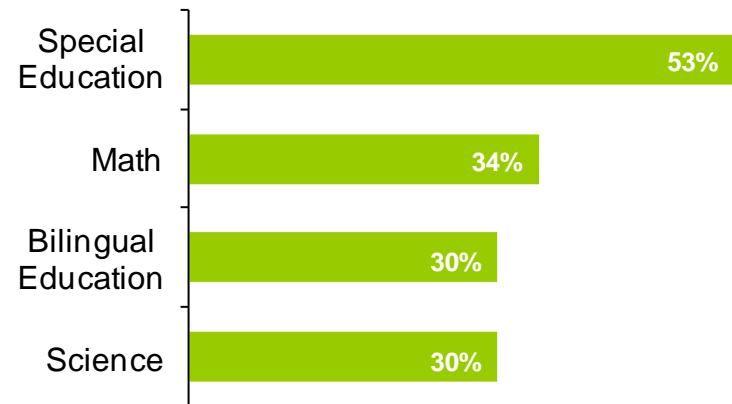
## Illinois teacher certification requirements cause CPS to lose desirable teacher candidates, especially in hard-to-staff subject areas.

48%

of administrators report **having difficulty filling vacancies** at their school because of the state certification requirements.



Administrators have **difficulty staffing shortage** subject areas due to certification requirements.



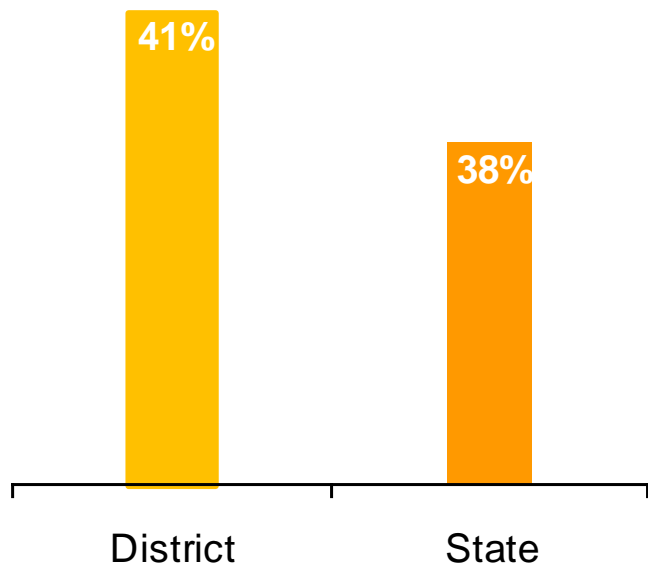
Percent of administrators who report difficulty filling vacancies in these subjects due to certification requirements.

**45%** of administrators have **lost a desirable teacher candidate** because they were **unable to meet the state's certification requirements** for the position.



Once certified, new teachers find the renewal process confusing, perhaps due in part to insufficient support and communication from CPS and the state.

Percent of teachers who disagree\* that they receive the support they need from the district and state to obtain their standard certificates



*“Overly complicated, and the state and district do not maintain good records, so I have repeatedly been informed that my certification was lacking when in fact it was not, but information I had provided had been lost.”*

*CPS Teacher*

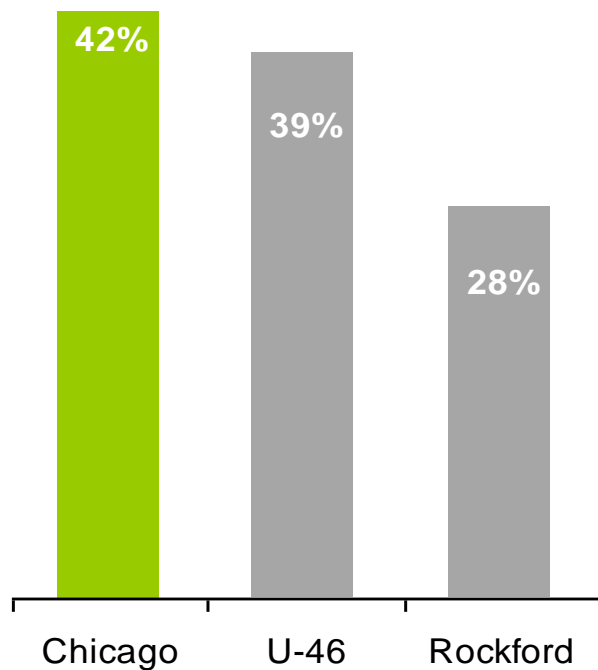
*“In short, it is a nightmare. It is bureaucracy at its very worst, and if you don't know anyone to help you navigate it, you are lucky to get/stay certified.”*

*CPS Teacher*



## CPS administrators report having teachers fail to keep their certification up-to-date at a higher rate than those in other districts.

Percent of administrators who report they have had a teacher fail to keep his/her certification up-to-date



Among these administrators,

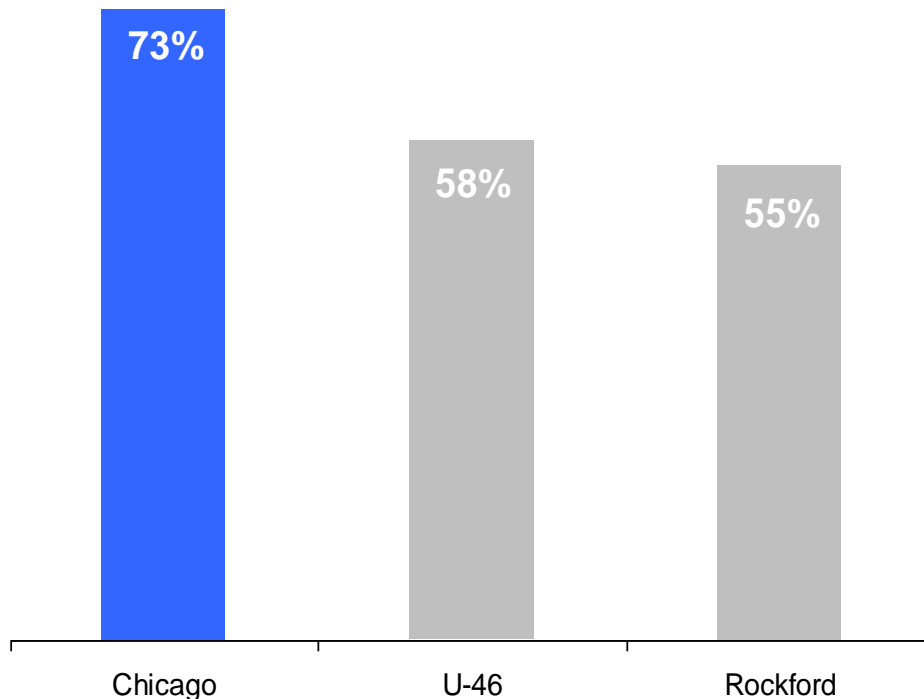
40%

report “**confusing certification requirements**” and/or “**poor communication between the teacher and the state**” as factors that contributed to teachers being unable to keep their certification up-to-date.



## CPS teachers are more likely than their peers to value the professional development activities required for certificate renewal.

**Percent of teachers who believe that completing the CPDUs required to maintain their certification helps improve their performance in the classroom**



*"I chose National Board Certification. It was the most valuable professional development that I have done."*

*CPS Teacher*

*"I love the Early Childhood Department of CPS. They really do all that they can to make sure we stay current with all professional development."*

*CPS Teacher*

*"The Nurturing Teacher Leadership program at the Union has been an essential part of my professional growth over the past 3 years!"*

*CPS Teacher*



## #2

### ▶ Finding

**While support exists among teachers and administrators for the mentor programs in CPS, current practices lead to missed opportunities for new teachers to participate in and benefit from the specific services that most improve teaching and learning.**



# New Teacher Mentoring in CPS



## Illinois State Rules

- **Article 21A** of the Illinois School Code calls for the development of Induction and Mentoring programs for new teachers.
- Due to lack of funding to support programs across the state, Illinois has developed the “Beginning Teacher Induction Pilot Program.” Districts may apply for grant funds by developing an induction plan that includes mentoring for new teachers.
- Approved programs will include a mentoring component that provides teachers new to the profession (not to the district) with at least 1.5 hours of contact with his/her mentor.
- Mentoring programs may count toward the teachers’ professional development requirements if they meet an additional set of standards.\*



## District Program

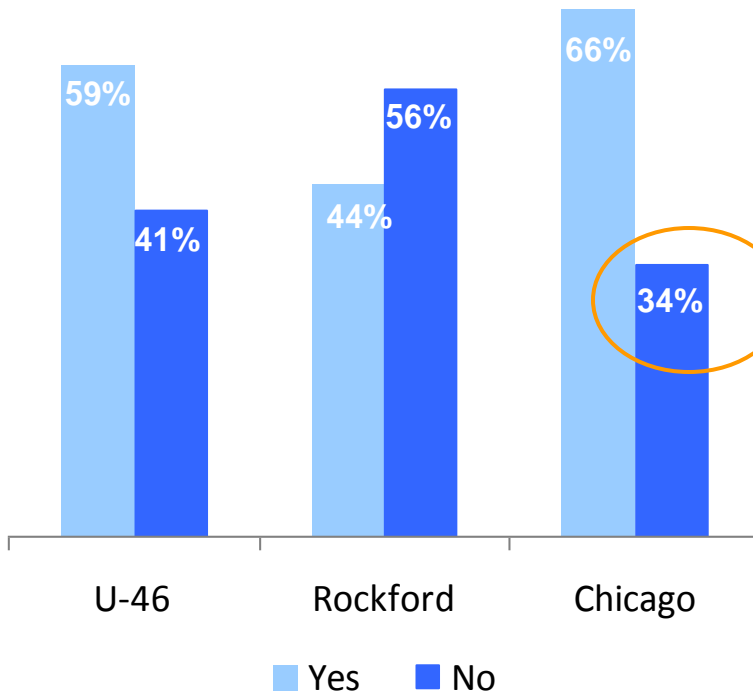
<b>Mentees</b>	Teachers who are new to the profession.
<b>Mentors</b>	Various models utilized, with full-time release mentors and current classroom teachers.
<b>Pilot Program?</b>	CPS offers various programs that are part of the “Beginning Teacher Induction Pilot Program.”

\*See Appendix C for such requirements.



Though CPS is more successful than its peers in providing mentoring support, one-third of new teachers since 1998 were not mentored.

“Did you work with a district assigned mentor during your first year?”



Yet, **79%** of teachers who *did not* receive a mentor during their first year at least somewhat agree that having a mentor would have **improved their instructional performance.**

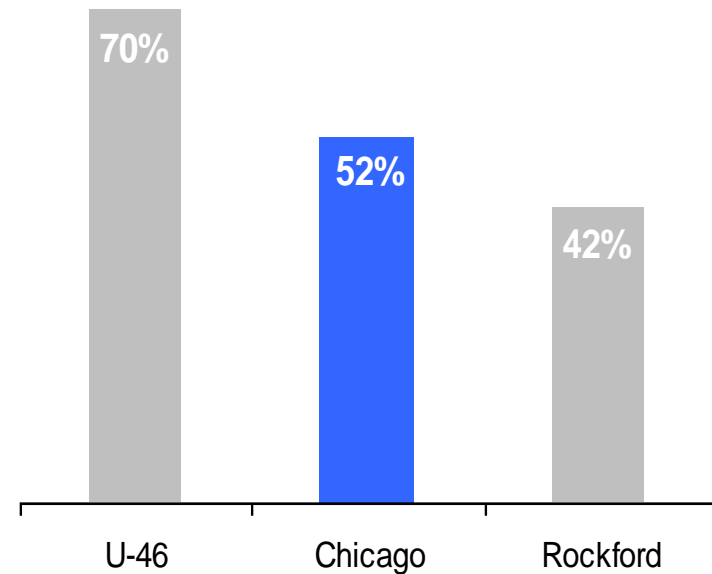


And while new teachers value the mentorship, improvements could be made to help ensure higher satisfaction among program participants.

57%

of mentor program participants “strongly agree” or “agree” that having a mentor helped **improve their instructional performance** during their first year of teaching.

Percent of teachers  
“very satisfied” or “satisfied” with  
their mentor program





## New teachers' lack of enthusiasm may stem from the fact that they are rarely able to observe an experienced teacher.

**65%**

of mentor program participants report observing an experienced teacher **three times or less** during their first year of teaching.



**22%**

report never observing an experienced teacher during their first year teaching.



Yet, the most effective mentoring activity, according to teachers and administrators:

**“observing an experienced teacher and discussing aspects of their teaching practice with them.”**



**Additionally, teachers who are given opportunities to observe and be observed report higher rates of satisfaction with the program.**

**53%**

of teachers who are “very dissatisfied” or “dissatisfied” with the mentor program report **never receiving a classroom observation from their mentor,**  
*while only...*

**4%**

of “very satisfied” or “satisfied” teachers report the same.

**54%**

of teachers who are “very dissatisfied” or “dissatisfied” with the mentor program report **never observing an experienced teacher teaching,**  
*while only...*

**8%**

of “very satisfied” or “satisfied” teachers report the same.



## #3

### ▶ Finding

**Almost all CPS teachers are rated the equivalent of “good” or “great” on their performance evaluations, which are not rigorous and do not provide sufficient feedback to help improve performance.**



# Teacher Evaluation in CPS



## Illinois State Law

### Evaluation Frequency

One per year for probationary teachers.  
One every two years for tenured teachers.

### Observations Required

Two observations per evaluation cycle for both probationary and tenured teachers in school districts with populations exceeding 500,000 inhabitants.

### Duration of Observation

No minimum time requirement for observations of both probationary and tenured teachers.



## District Rules

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Two observations per evaluation cycle for both probationary and tenured teachers.\*\*

### Duration of Observation

No minimum time requirement for observations of both probationary and tenured teachers.

### Rating Scale

“Superior,” “excellent,”  
“satisfactory” or “unsatisfactory.”



Currently CPS has 3 programs running to identify a new model for teacher evaluation to better inform teachers’ professional development needs and principal support. See Appendix D for details.

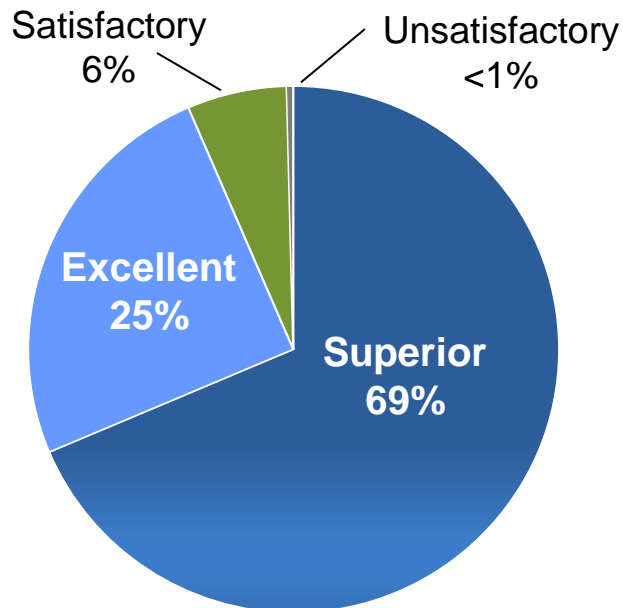
\*A tenured teacher rated “satisfactory” on his or her last evaluation is evaluated annually.

\*\*Observations may be conducted by the principal or assistant principal. Teachers may be deemed unsatisfactory only after two observations conducted by the principal.

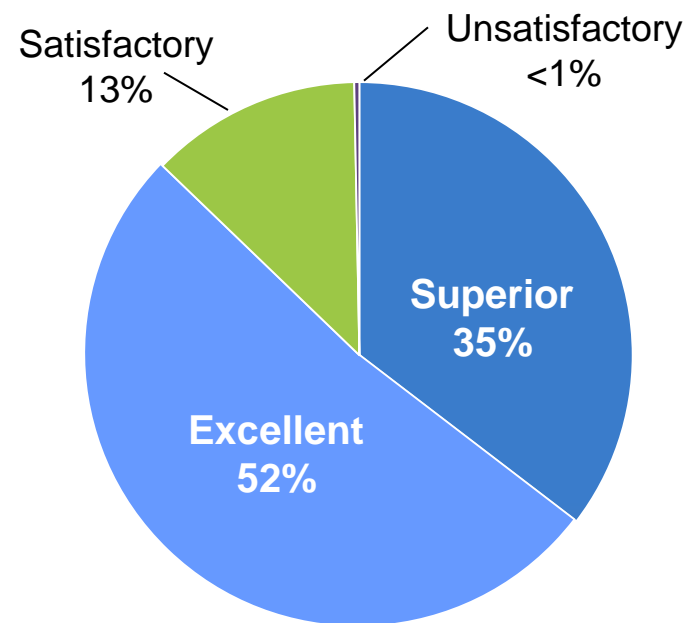


## Performance evaluations in CPS result in almost all teachers being rated “superior” or “excellent.”

### Tenured Teacher Evaluation Ratings\*, 2003-2004 through 2007-2008



### Probationary Teacher Evaluation Ratings, 2003-2004 through 2007-2008



While **91%** of teachers received a “superior” or an “excellent” on their evaluations in 2007-2008, **66%** of CPS schools **failed to make AYP** that same year.



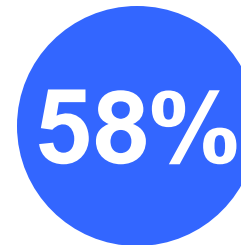
## Teachers and administrators feel the evaluations overrate performance and that more must be done to acknowledge CPS' highest performers.

➤ **1 out of 4 CPS administrators** reports that a “superior” rating denotes an “effective teacher” or a “somewhat effective teacher” rather than an “exemplary teacher.”

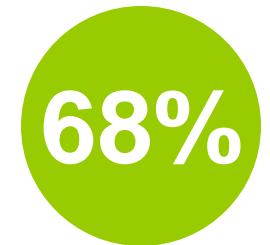
➤ **Only 15%** of CPS teachers rated their own classroom performance a 10 out of 10.

➤ **Yet 57%** of CPS teachers report receiving a “superior” rating on their last evaluation.

*“Is your district doing enough to identify, recognize, compensate, promote and retain the most effective teachers, as measured by their impact on student achievement?”*



Teachers



Administrators

**“NO”**



The lack of differentiation may be due in part to evaluations that are based upon few and brief classroom observations.

**67%**

of CPS teachers report being observed  
**less than three times**  
during their most recent evaluation.



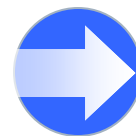
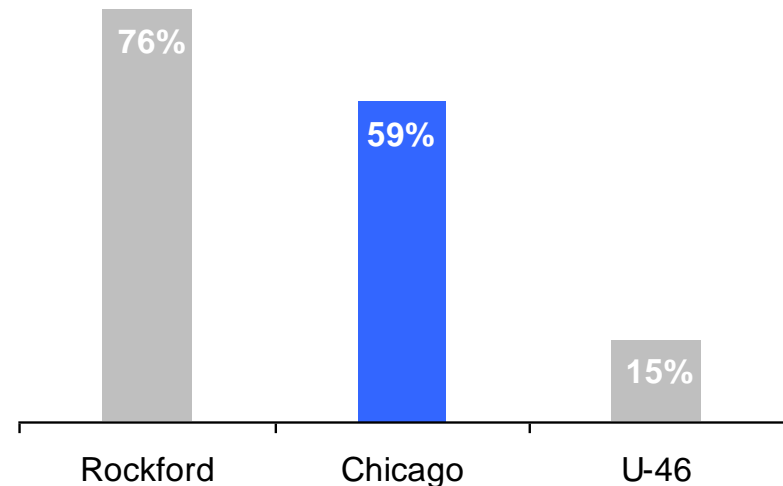
**28%**

report **less than two observations**.

*“The evaluation process is not helpful...A principal should be much more involved in your daily teachings, routines, management, etc. One observation per year is not enough information.”*

*CPS Teacher*

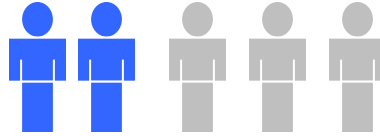
Percent of teachers reporting observations of 30 minutes or less



**17%** of CPS teacher observations lasted *less than 15 minutes*.

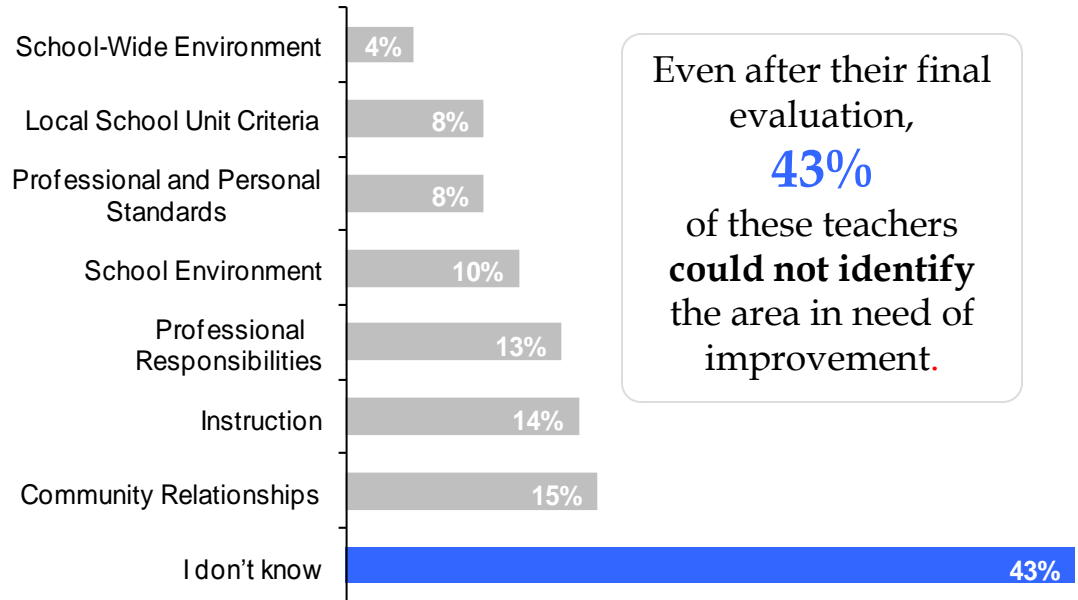


**Few teachers report having areas identified for improvement. Among those who do, most received notice late in the process, and many cannot recall the specific areas identified.**



Only 2 out of 5 CPS teachers report **having an area identified as “unsatisfactory” or “in need of improvement”** on their last evaluation.

**64%**  
of these teachers who had an area identified as unsatisfactory were **not aware** of any performance concerns until their final evaluation.



Even after their final evaluation, **43%** of these teachers **could not identify** the area in need of improvement.



## And CPS teachers crave more frequent and meaningful feedback than the current system provides.



*“I have never received any constructive criticism from an administrator. I believe all teachers can improve. However, my experience with CPS has been that if a principal or administrator thinks you’re a good teacher they leave you alone.”*

CPS Teacher

*“I would love to have a qualified person come into my classroom and give me constructive criticism that would be helpful for me and my students, but my principal is not up for that challenge.”*

CPS Teacher

*“I just wish someone could observe me a few times and give me constructive criticism. Then observe me again and see if I have improved. I feel that I am observed once every other year, not to assist me in becoming a better teacher, but because I HAVE to be observed. It all seems fake. I have no idea how I measure up against any standard (city, suburb, state, country). I just know that the administration likes me, so I get a ‘superior.’”*

CPS Teacher



# It is no surprise that teachers, and especially administrators, feel the evaluation system in CPS does not help improve teacher performance...

45%

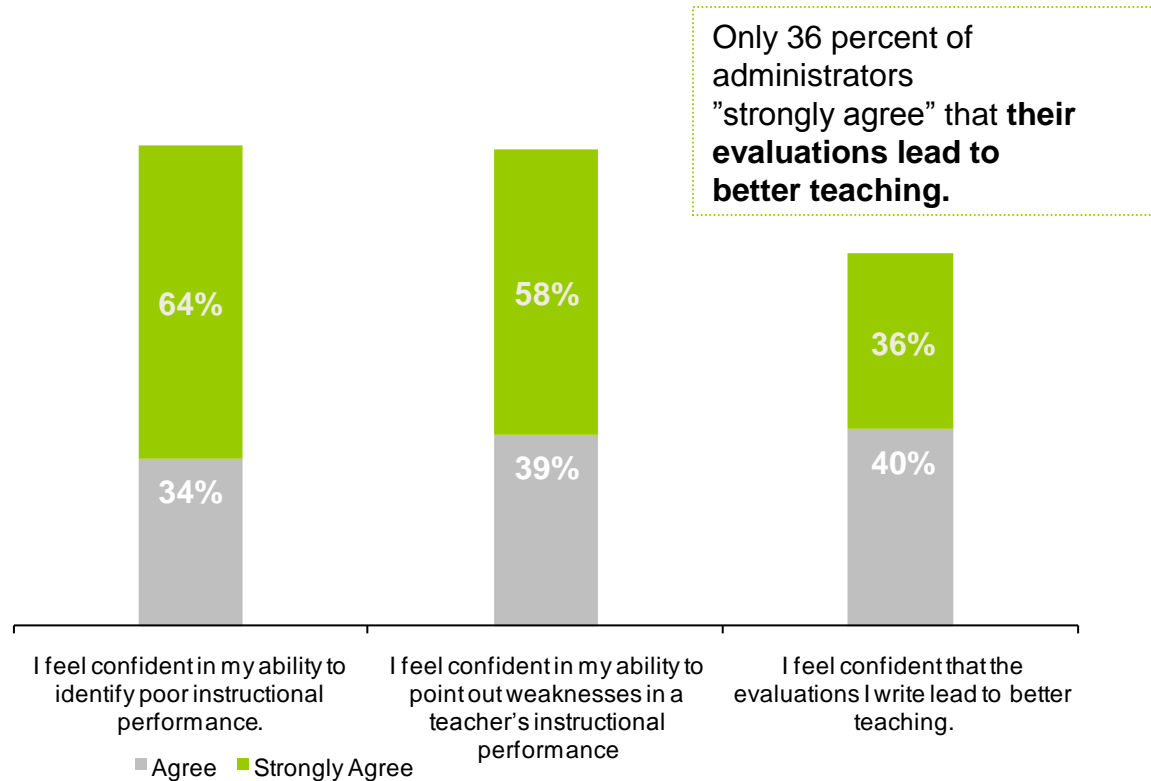
Teachers

Percent of teachers and administrators that “strongly agree” or “agree” that the current evaluation process helps teachers improve their performance

33%

Administrators

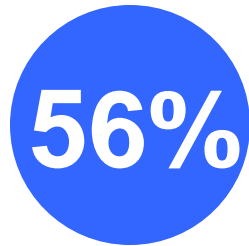
Though administrators are confident in their ability to conduct evaluations, they are **less sure about the impact of their evaluations on teacher performance.**





...And that poor instruction goes unaddressed in CPS schools.

“In your opinion, are there tenured teachers in your school who deliver poor instruction?”



Teachers

“yes”



Administrators



According to CPS teachers,  
**7.5%** of tenured teachers in their schools are underperforming,  
which amounts to roughly **1,200** teachers district-wide.



## Additionally, few teachers are formally dismissed because of performance concerns.

From the 2004-05 to the end of the  
2007-08 school year in CPS,

29

**probationary teachers,**  
or **0.1%** of the probationary teacher workforce,  
have been terminated for poor performance, and

9

**tenured teachers,**  
or **0.01%** of the tenured teacher workforce,  
have been dismissed for poor performance.



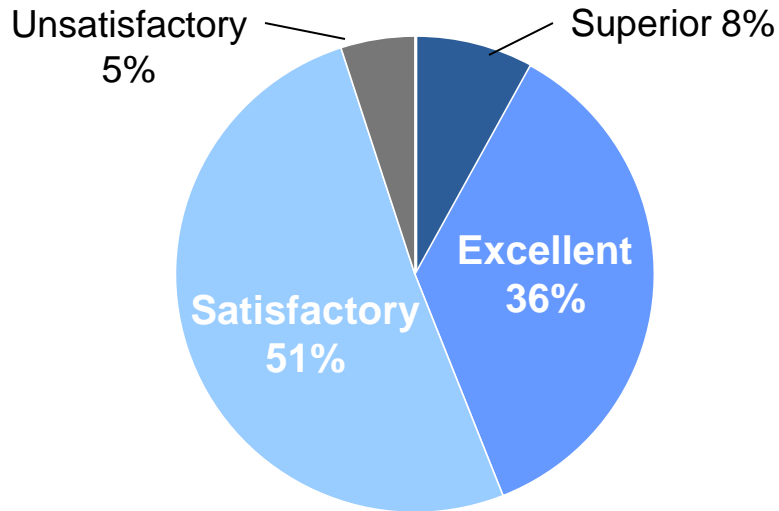
Although CPS informally addresses poor performance through the non-renewal process, many teachers rated unsatisfactory ultimately return to CPS classrooms.



## Non-Renewal

Each spring, a principal can elect to non-renew one or more probationary teachers from his or her school. Once non-renewed from a school, a teacher is still eligible to teach in another CPS school the following year.

### Non-Renewed Teacher Evaluation Ratings, 2005-2006 & 2006-2007



Out of the non-renewed teachers with **unsatisfactory evaluation** ratings,

**46%**

returned to another CPS school within 2 years.



Spending more time, and placing more importance, on evaluation may be one strategy to help strengthen CPS' evaluation process.



**46%**

of administrators report that they **do not spend enough time** evaluating and providing feedback to teachers.



*“If there were higher stakes attached to the evaluation process, for example, targeted professional development, compensation, promotion or dismissal, would you be willing to invest more time in the teacher evaluation process?”*

**86%**

of administrators say

**“yes.”**



## #4

### ▶ Finding

**The vast majority of CPS teachers and administrators support changing how reductions in force are implemented so that layoff decisions are based on multiple factors that measure teacher effectiveness.**



## Layoff Policy in Illinois and CPS



### Illinois State Law

According to *Statute 105 ILCS 5/24-12*, state law mandates that a “reduction in force,” i.e., teacher layoffs, be done in reverse seniority order in school districts with less than 500,000 inhabitants.

According to *Statute 105 ILCS 5/34-18*, state Law permits the CPS school board  
“To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees...”



### District Rules

According to **Appendix H, Section 2** of the agreement between CPS and Chicago Teacher’s Union, when reductions in staff are necessary, decisions will be based upon seniority:

“ ...tenured teachers with appropriate certifications will be selected for retention based on seniority. Provisionals, day-to-day substitutes, Cadre substitutes, temporarily assigned teachers (TATs) and probationary teachers within the attendance center or program will be removed before any regularly certified and appointed tenured teacher with the appropriate certification is removed, in that order.”

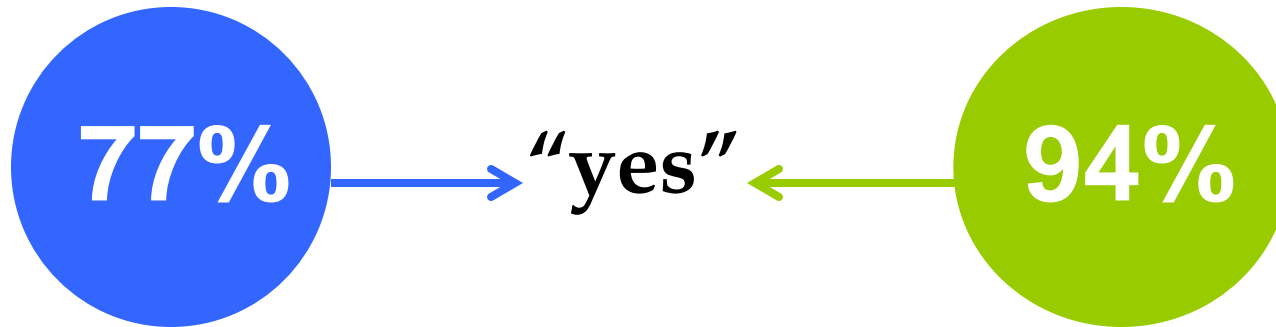


## CPS teachers and administrators strongly support changing current policy so that layoffs are based on more than just seniority.

**“In CPS, length of service teaching (seniority) in the district determines who must lose their position when budget cuts are necessary. Should additional factors be considered?”**

**Teachers**

**Administrators**



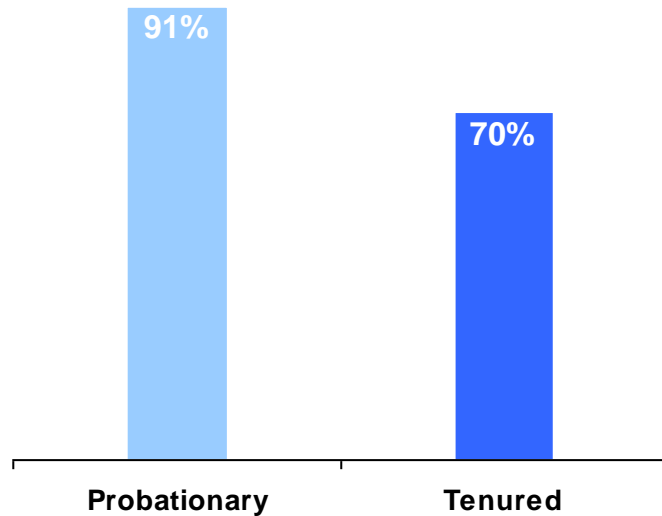
Source: TNTP survey conducted in March 2009 of 7602 CPS teachers and 977 CPS administrators.



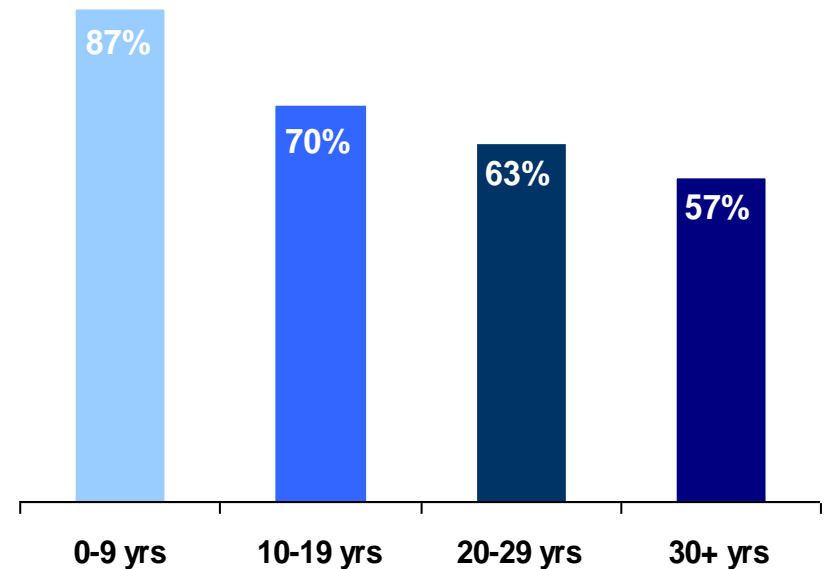
## Support for change remains strong across all levels of teacher experience.

Percent of teachers responding “yes” when asked if additional factors should be considered during layoffs

By Teaching Status



By Years of Experience in CPS





## Teachers favor basing layoff decisions on factors more closely related to teacher effectiveness.

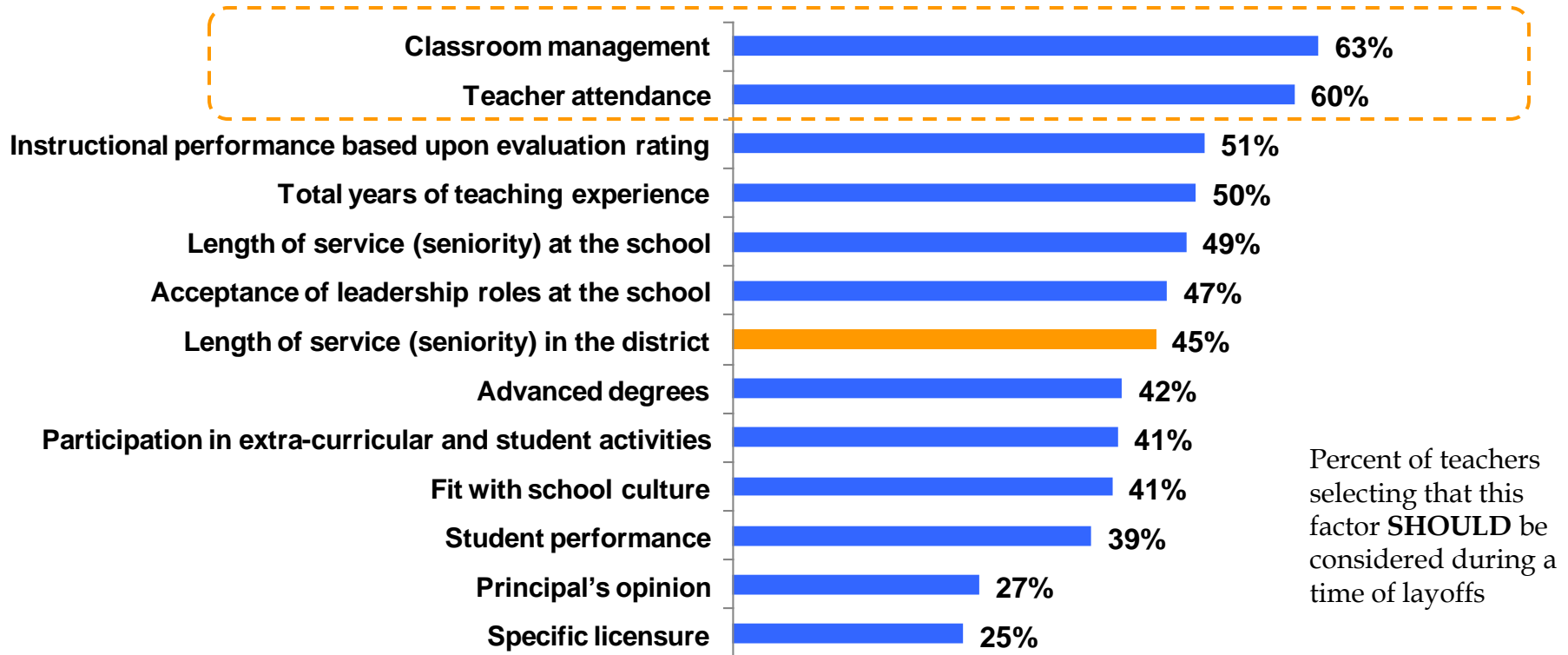
63%

of teachers selected  
“classroom management”

vs.

45%

who selected “seniority”  
in the district.

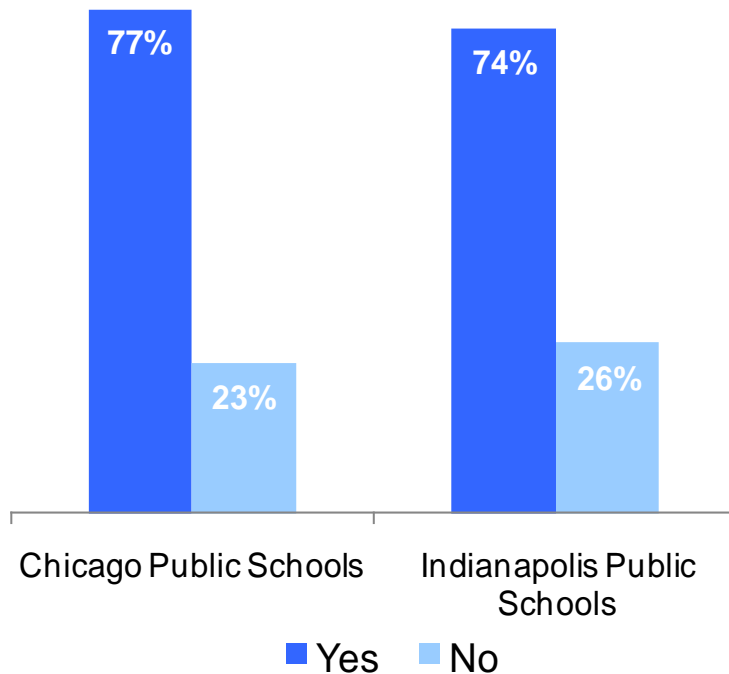


Percent of teachers selecting that this factor **SHOULD** be considered during a time of layoffs



## And the opinions of CPS teachers are similar to teachers in IPS.

Should other factors be considered during times of layoff?



### Factors Making the Top Four in Both Districts

- *Classroom management*
- *Teacher attendance*
- *Instructional performance based on evaluation ratings*



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**While significant changes are required at the state level, there are five key strategies that CPS can employ independently.**

**CPS Goal: Improve the district's human capital systems related to teacher certification, mentoring, evaluation, dismissal and layoffs.**

### **Five Key Strategies**

- 1** Ensure that high-quality candidates gain certification in hard-to-staff subject areas and provide teachers with **enhanced support throughout the certification process.**
- 2** Provide high-quality and desirable **mentoring** activities to new teachers.
- 3** Institute a performance **evaluation process** that rigorously and accurately differentiates teachers, provides meaningful feedback and is used to inform key human capital decisions.
- 4** Provide increased support and **training for administrators** on the evaluation process and hold them accountable for implementing the system correctly.
- 5** Lobby the state to change its current **reduction-in force policy** to reflect the opinions of teachers and utilize forecasting strategies when layoffs seem imminent.



**Strategy 1:** Ensure that high-quality candidates gain certification in hard-to-staff subject areas and provide teachers with enhanced support.

**41%**

of teachers **disagree** that they receive the support they need from the district to obtain their standard certificates.

### Recommendations

- Continue to work with local universities to develop alternative-route to certification programs for the district's hardest-to-staff subject areas, and actively promote those programs to potential teacher candidates.
- Conduct information sessions, develop and distribute information packets and host drop-in office hours on the certificate renewal process.
- Conduct surveys of teachers to identify professional development opportunities they find most useful and tailor district offerings to reflect findings.
- Provide district-wide professional development offerings that respond to specific developmental needs of teachers identified through the evaluation process.



## Strategy 2: Provide high-quality and desirable mentoring activities to new teachers.

53%

of teachers who are “very dissatisfied” or “dissatisfied” with the mentor program report **never receiving a classroom observation from their mentor,**

*while only...*

**4%** of “very satisfied” or “satisfied” teachers report the same.

### Recommendations

- Improve the satisfaction among participants to 80% “satisfied” or “very satisfied” with the mentor program overall.
- Assess mentor programs’ impact on teacher effectiveness, through analysis of student achievement data, teacher ratings and teacher and administrator surveys.
- Ensure that mentees are observed by their mentor at least three times a semester.
- Provide new teachers with release time to observe other teachers in their building and other schools at least twice a semester during their first year of teaching.
- Increase the number of new teachers participating in the mentor programs by actively promoting the program through induction events, upon hire and during district-wide and school-based meetings.



**Strategy 3: Institute a performance evaluation process that rigorously and accurately differentiates teachers, provides meaningful feedback and is used to inform key human capital decisions.**

## Recommendations

- Require that all teachers be evaluated on an annual basis, regardless of tenure status.
- Institute a district-wide evaluation process that:
  - Bases evaluations upon a set of teaching standards developed with teacher input and designed to measure teacher effectiveness at promoting student achievement.
  - Utilizes multiple sources of data throughout the evaluation process, including student assessment data, daily student work, feedback from department chairs, student and parent survey data and multiple unannounced observations of varying length.
  - Consistently identifies and communicates strengths and weaknesses in teachers' instruction.
  - Provides for informal and formal conversations between teachers and administrators about classroom instruction.
- Norm evaluation ratings to ensure consistent and fair implementation of the process across the district.
- Task school leaders, instructional coaches and department/grade-level chairs with providing every teacher with individually differentiated tools and support, based upon development needs identified during the evaluation process.
- Train teachers in the standards and evaluation process, with special focus on the need for feedback for effective professional growth.
- Utilize ratings to inform key decision-making related to hiring, tenure, layoffs, displacements, compensation, dismissal and professional development.



## **Strategy 4: Support and train administrators on the evaluation process and hold them accountable for implementation.**

### **Recommendations**

- Train and support administrators consistently throughout the school year on how to:
  - Conduct rigorous evaluations of teachers based on the extent to which teachers promote student achievement.
  - Provide all teachers with frequent, meaningful and actionable feedback, which clearly articulates where their individual performance falls in contrast to district teaching standards.
  - Utilize legitimate means to address performance concerns fairly, objectively and efficiently.
- Hold quarterly meetings for all administrators in which key strategies are reinforced and principals can share and reflect upon their practice in this area with their peers.
- Provide principals with additional resources so that they have the time to increase the frequency and duration of classroom observations and provide ongoing feedback and development to teachers.
- Provide targeted support for principals in identifying poor performers before teachers are granted tenure and after (e.g., by closely examining teachers who are rated satisfactory), implementing the remediation process and removing those that don't improve.
- Make teacher performance management a primary component of principal evaluation, using teacher feedback as a major data source in this domain.
- Hold administrators accountable for fairly developing and evaluating teachers so that ratings are accurately distributed across the rating spectrum.



**Strategy 5:** Lobby the state to change its current reduction-in-force policy to reflect the opinions of teachers and utilize forecasting strategies when layoffs seem imminent.

**Percent of teachers that responded “yes” when asked if additional factors, besides length of service to the district, should be considered during a time of layoffs**

**77%**

### Recommendations

- Recommend to the state that changes be made to the current laws so that layoffs may be determined by teacher effectiveness.
- When layoffs are imminent:
  - Provide small incentives for teachers to report resignation/retirement intentions earlier than currently required and use the payout of accrued sick leave to encourage notice.
  - Survey teachers on their intentions to return to the district the following year by March 1.
  - Study trend data from past layoffs to see in which areas teachers are most frequently recalled.
  - Allow all laid-off teachers who are recalled the opportunity to return to the same school for the same school year at the discretion of the site principal if vacancies exist.



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**Appendix**



# Appendix A: A comprehensive approach to managing human capital will ensure that every classroom has an effective teacher.

## Working Conditions

- Safe, healthy learning environments.
- Sufficient resources and technology to facilitate effective instruction.

## School-Level Human Capital Management

- Informed, accountable decisions on hiring and retention
- School-level performance management (direction-setting, coaching, peer to peer collaboration).
- Accountability of principals and other personnel who affect teacher effectiveness

## Retention / Dismissal

- More effective teachers are rewarded non-monetarily.
- Probationary periods last long enough to assess effectiveness comprehensively.
- Tenure based on effectiveness.
- Fair but efficient process for exiting poor performers throughout career.

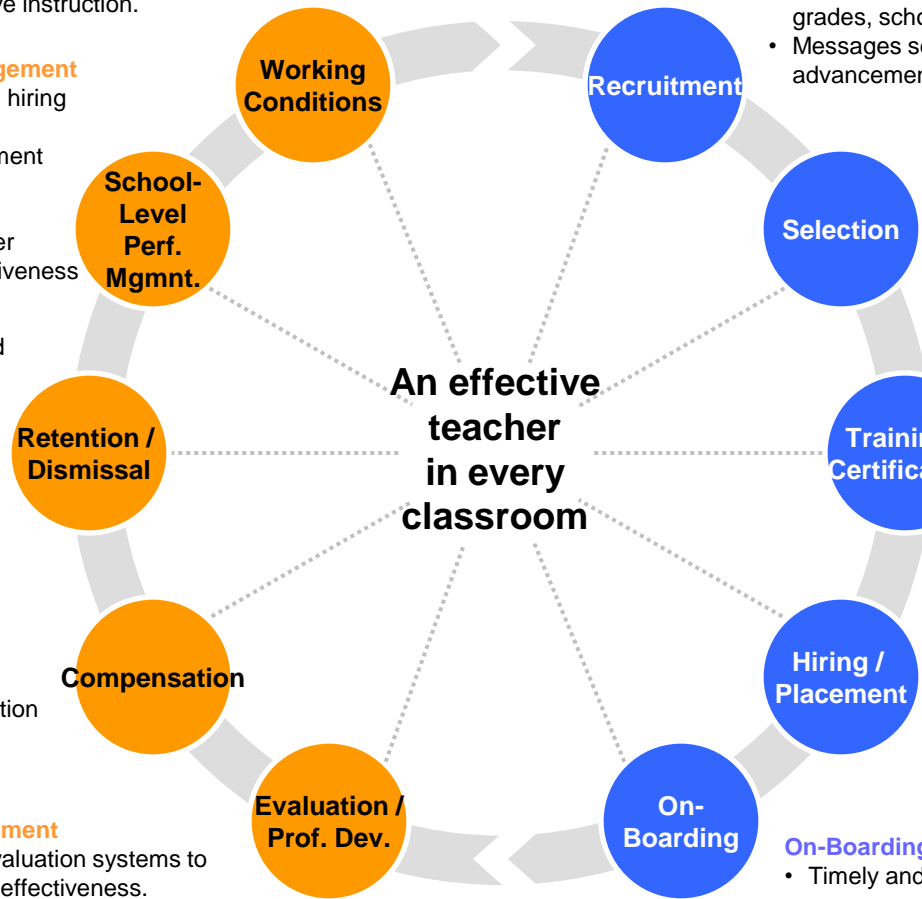
## Compensation

- Responsive to supply/demand.
- Differentiated to drive strategic retention of top performers and attrition of less effective teachers.

## Evaluation / Professional Development

- Assess teachers using credible evaluation systems to differentiate levels of instructional effectiveness.
- Link effectiveness to key decisions such as development, compensation, job security, and career ladder.
- Recognize excellence and immediately offer support-focused interventions when there is evidence of ineffectiveness.
- Development tailored to each teacher's unique performance challenges.

**District Governance**  
Timely and coherent governance and budget decisions aligned with HC goals.



## Recruitment

- Prioritizes sources of most effective teachers.
- Cultivate candidates who have the qualities linked to effectiveness and are qualified for high-need subjects, grades, schools.
- Messages set clear expectation that employment and advancement are based on performance.

## Selection

- Competency-based selection model.
- Criteria aligned with research findings on teacher effectiveness.
- Standardized tools and rubrics to support differentiation of candidates.
- Training and periodic norming for HR staff / principals.

## Training / Certification

- Backwards design approach that explicitly emphasizes instructional effectiveness.
- Student growth data a primary factor in recommendation for certification.
- Tailored to district needs

## Hiring / Placement

- Based in mutual consent – no forcing.
- Early, efficient hiring to avoid loss of top candidates.
- Selection training and norming for principals.
- Technology supports and facilitates effective matching of candidates and schools.

## On-Boarding

- Timely and accurate payroll, benefits and other new-hire processes.
- Induction differentiated by subject, grade, and school and that drives internalization of objectives, behavioral norms, and performance expectations.

**Measures of Student Learning**  
Accurately measures student mastery of important standards (including those that can't be measured on multiple-choice tests).



## Appendix B: Potential Professional Development Activities

- Advanced degree
- Induction and mentoring program
- National Board for Professional Teacher Standards certification
- Education-related coursework (undergraduate- or graduate-level)
- Education-related professional development certificate
- Subsequent Illinois certificate or endorsement
- Requirements for becoming NCLB “highly qualified” in another area
- Graduate-level coursework in self-assessment or NBPTS certification preparation
- Continuing professional development units (peer mentoring, district workshops, etc.)



## Appendix C: Requirements for Mentoring Programs that Serve as Professional Development for State Certification Purposes

In order for a district's mentoring program to be considered as professional development for a teacher holding an initial certificate:

- New teachers must receive and participate in two years of mentoring support.
- New teachers who participate in an approved induction and mentoring program will receive:
  - formal mentoring from an experienced teacher;
  - three observations with prior preparation;
  - a response from the mentor with feedback, suggestions and techniques for each observation;
  - opportunities for contact so that the new teachers have professional and social support in the school environment;
  - orientation to the school improvement and professional development plans that apply;
  - help in understanding their employer's expectations regarding the Illinois Professional Teaching Standards and the relevant content-area standards;
  - at least one opportunity each semester to observe experienced teachers and discuss aspects of teaching practice with these teachers or to participate in workshops, conferences or similar events or trainings to increase the teacher's skills relative to the Illinois Professional Teaching Standards or their area of certification or assignment; and
  - a review from the mentor with written feedback on at least one of their written reflections on their teaching practice for each quarter of a school year.



## Appendix C: Requirements for Mentoring Programs (Cont'd)

- New teachers must have at least one opportunity each semester to participate in professional development activities that involve:
  - observing experienced teachers and discussing with them aspects of their teaching practices; and
  - participating in workshops, conferences, symposia, seminars or other similar training events designed to increase their knowledge and skills with respect to the Illinois Professional Teaching Standards or the content-area standards relevant to their areas of certification or teaching assignment.
- The program must collect and maintain information for evaluation that will contribute to an overall assessment of the effectiveness of the induction and mentoring programs.
- Mentor teachers must hold or have retired while **holding a standard or master** certificate that should, to the extent possible, be the same type of certificate held by the new teachers to whom they are assigned. Mentors cannot be assigned to more than five new teachers during any given school year and must complete a training program that addresses topics such as adult learning theory, content knowledge and pedagogy, verbal and non-communication skills, etc.



## Appendix D: Current Programs in CPS Related to Teacher Evaluation

### #1: Chicago Teacher Advancement Program (TAP) Pilot

- Chicago TAP is based on the National Institute for Excellence in Teaching's (NIET) proven school-improvement model, TAP. Its mission is comprised of two parts: it aims to increase student achievement by helping teachers and principals enhance their professional skills, and it makes teaching a more attractive and rewarding career choice.
- The program includes performance based compensation, classroom observations, job-embedded professional development and school-based career opportunities for teachers and principals. Chicago TAP expands on the national model by including all adults in the building, not only the educators, as eligible for compensation.
- Professional Development specifically includes opportunities for teachers to meet at least 50-to-90 minutes for weekly common planning time led by lead and mentor teachers. And teachers participate in multiple classroom observations each year with structured feedback by trained members of each school's leadership team
- Chicago TAP is being rolled-out in four phases. Ten schools will be added each year of the pilot. The first ten schools launched the program during the 2007-2008 school year.
- Visit <http://www.cpef.org/ctap/> for more details.

Source: <http://www.cpef.org/ctap/>



## Appendix D (Cont.):

### #2: Excellence in Teaching Project Pilot

- Starting in the 2008-09 school year, the Chicago Public Schools (CPS) adopted Charlotte Danielson's Framework for Teaching ("the Framework"). The Framework articulates the critical characteristics, practices, and professional skills of exceptional classroom teachers organized into four domains – each with several components, which, in turn, have between two and five elements each:
  - Domain 1: Planning and Preparation
  - Domain 2: The Classroom Environment
  - Domain 3: Instruction
  - Domain 4: Professional Responsibilities
- The Excellence in Teaching Project seeks to transform instructional practice in Chicago Public Schools through the use of the Framework for Teaching to define effective practice, encourage conversations about teaching, and identify areas for professional growth.
- The Framework:
  - Was implemented in 43 CPS elementary schools in 2008-2009 and will be in 60 additional schools starting in 2009-2010.
  - Outlines effective teaching practices for all classroom teachers across all grades and subjects
  - Provides a tool for formative assessment, reflection, and peer observations, not just evaluation
  - Requires pre- and post-observation conferences
  - And provides a detailed rubric of professional competencies and behaviors at varying performance levels.
- Visit <http://www.chicagoteacherexcellence.org/home> for more details.



## Appendix D (Cont.):

### # 3: Fresh Start Schools

- The purpose of the Fresh Start Schools Program is to increase school autonomy and group decision-making through the development of instructional leadership teams. It provides assistance for academic success through external partnerships that would enable schools to meet No Child Left Behind academic gains. The program is inclusive of not only improving students learning but in maintaining and retaining quality teachers through its peer mentoring and evaluation component.
  
- The goals of the Fresh Start Schools are to:
  - o Improve academic achievement in the lowest performing schools
  - o Develop a process to examine performance data in determining the need to provide greater flexibility and school accountability for performance
  - o Increase staff participation in management and planning
  - o Implement a peer teacher mentoring and evaluation program to help maintain and retain quality teachers

*Source:*

<http://www.cps.edu/Programs/DistrictInitiatives/Pages/Freshstartschool.aspx>