“Our mission is to ensure every student graduates high school prepared for college success.”
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INTRODUCTION

Why are PUC teachers so important?

As a teacher at PUC, you’ve joined other educators in making a valuable commitment to our scholars and their families: “Five times more college graduates within the communities we serve.” You know from experience that the road to college graduation is challenging. You remember the teachers who inspired, motivated, and prepared you along the way.

At PUC, we believe that:

• Effective teachers are the most critical lever for driving student achievement
• Every child deserves a highly effective teacher every day
• Through developing highly effective teachers we can ensure that every child graduates college-ready!

What is PUC’s commitment to college-readiness?

PUC is organized around three commitments:

<table>
<thead>
<tr>
<th>COMMITMENT 1</th>
<th>COMMITMENT 2</th>
<th>COMMITMENT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five times more college graduates within the communities we serve</td>
<td>After four years with us, students are proficient.</td>
<td>Students commit to uplift our communities now and forever.</td>
</tr>
</tbody>
</table>

PUC graduates attend a range of post-secondary institutions, including community colleges, state universities, and private colleges. While many of our graduates report being better prepared than their college freshmen peers, many of them are also required to take remedial classes. We’ve come a long way in achieving Commitment #1 but we still have a long way to go in preparing all of our students for college success.

How is PUC associated with the nation-wide movement for teacher effectiveness?

A national education movement called The Teacher Effectiveness Initiative has been in the news recently. It’s based on the principle that teachers matter more to student learning than anything else inside a school. Federal education funding now creates incentives for states to include rigorous teacher evaluation measures and supports. This movement encouraged the Bill and Melinda Gates Foundation to restructure its philanthropic efforts around education. The Foundation committed $365 million to fund deep work in teacher effectiveness in four Intensive Partnership Sites across the nation. This work is transforming how teachers are recruited, developed, rewarded, and retained.

“Our participation in The College-Ready Promise has focused us intently on ensuring that teachers receive the best support possible in order to attain the level of effectiveness necessary to ensure college success for each and every PUC student.”

- Jacqueline Elliot, Ed.D
  Co-Founder and Chief Executive Officer
PUC partnered with three other high-performing Charter Management Organizations (CMOs) who share our deep commitment to college success for all students. We formed a consortium called The College-Ready Promise (TCRP) that includes PUC, Alliance College-Ready Public Schools, Aspire Public Schools, and Green Dot Public Schools. These organizations currently serve more than 35,000 students in 89 public schools statewide. The schools serve primarily low-income and minority students in Los Angeles, Oakland, Sacramento, East Palo Alto, Stockton, and Modesto. TCRP is one of the four education organizations from around the country that was awarded funds from the Gates Foundation. The others are Hillsborough County, Florida; Pittsburgh, Pennsylvania; and Memphis, Tennessee.

TCRP represents an unprecedented level of collaboration across organizations with a commitment to college readiness. As the work has evolved, the four charter organizations have collaborated on projects such as the development of the College-Ready Teaching Framework (explained later in this guidebook). Additionally, the TCRP organizations have agreed to share data, identify bright spots, engage in leader calibration, and share results throughout the course of the partnership.

TCRP coalition schools are implementing a teacher development system that:

- Defines effective teaching as a collaborative and reflective endeavor that engages peers, students, and their families in ensuring student success.
- Develops methods of measuring teacher effectiveness
- Implements high-quality, targeted supports that help build teacher capabilities
- Provides a career path and compensation system that offers the most effective teachers the opportunity to grow professionally.
PUC has been engaged in this work (i.e., developing a performance management system with a rubric) for over three years and will be building on these existing practices through our work with TCRP. Some of this work will align directly with the other TCRP CMOs and some of it will be unique to PUC. This includes PUC’s individual indicators that are part of the College-Ready Teaching Framework (a core must remain in common with TCRP); our annual teacher review and evaluation process; the components of our evaluation pie; PUC-specific teacher supports; and our approach to a differentiated compensation plan.

As a teacher with PUC, you are at the forefront of this unique TCRP partnership that is changing the way teaching is evaluated, supported, and developed in California. Hundreds of teachers across all four CMOs have been intimately involved in the design and implementation of this effort, including 72 PUC teachers who participated in advisory panels, focus groups, and as pilot teachers. This initiative reflects multiple years of design, reflection, collaboration, and testing in the classroom with teachers from each CMO.

What is the PUC Teacher Development System?

At the core of our Teacher Development System is the belief that teachers matter and that every child not only deserves a highly effective teacher every day but requires it in order to reverse the achievement gap and achieve our Three Commitments. All teachers are supported to become highly effective. We define highly effective as the ability of teachers to move the majority of their students substantially more than one year of academic progress in a given school year. It is our belief that teachers who exhibit Level III and IV behaviors on our teaching framework, and achieve at high levels in other evaluation components, will do exactly that. It is also our belief that PUC teachers have the ability to move ALL students in this accelerated manner!

This guidebook describes each component of the Teacher Development System and how those components will benefit teacher professional growth and ultimately increase student achievement. It will help if you are familiar with the guiding principles that influence every aspect of our work.

<table>
<thead>
<tr>
<th>TEACHER DEVELOPMENT SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL: All teachers are supported to become highly effective in order to ensure all students achieve at high levels and graduate college-ready.</td>
</tr>
</tbody>
</table>

What we need to accomplish this goal:

1. Common language and definition for highly effective teaching in a college-ready culture - based on teachers’ impact on student learning and teachers’ practices - that sets clear performance expectations.

2. High-quality, targeted supports to continually and differentially help teachers increase their effectiveness

3. Credible and meaningful information for teachers on their effectiveness from regular evaluations against clear performance expectations.

4. Teacher career path that recognizes and rewards teachers for high performance

5. Principal leadership that champions the Teacher Development System in every school, ensuring the goals of this system are achieved for every teacher in every classroom.
An Overview of the Framework

At the heart of the PUC Teacher Development System is the College-Ready Teaching (CRT) Framework, a rubric that defines the core competencies expected of all PUC teachers.

The framework (which can be found on the Intranet) is comprised of four domains. The domains were derived from Charlotte Danielson’s research-based Framework for Teaching, and adapted to align to the core values of the four TCRP organizations. The framework provides the common language guiding teacher professional development, evaluation, and collaboration. The transparent and clear expectations of the framework are anchored by the three priorities of college readiness, constructing knowledge, and cognitive engagement.

The four TCRP organizations were assisted in the development of the framework by Teaching and Learning Solutions (TLS). The framework has undergone multiple revisions thanks to the input and feedback of advisory panels, observation pilot teachers, and school leaders. The framework will continue to be evaluated throughout its early implementation and refined based on teacher and leader feedback.
Three Teaching Practice Priorities: College Readiness, Constructing Knowledge, and Cognitive Engagement

Throughout the framework, three priorities are reflected in the descriptors of teacher performance, revealing our underlying beliefs about what constitutes good instruction and our ultimate outcome for students: to be college-ready. When teachers provide students with learning experiences that allow them to construct knowledge during cognitively engaging tasks, they are developing the skills, dispositions, and knowledge that will prepare them for college-level assignments and courses.

1. **College Readiness** means having the knowledge, skills and attributes to succeed in college including:
   a. Key cognitive strategies – such as intellectual openness, inquisitiveness, analysis, reasoning, interpretation, precision and accuracy, and problem solving.
   b. Key academic knowledge and skills – such as writing and research skills and strong foundations in the A-G requirement courses.
   c. Academic behaviors – such as self-monitoring and study skills.
   d. Contextual skills and awareness – such as “college knowledge.”

2. **Constructing Knowledge** refers to purposeful learning experiences in which the learner does the work of learning; for example, through thinking, talking, writing or making. As a result, the highest level of teacher performance occurs when teachers create and facilitate opportunities for students to construct meaning through inquiry, academic discourse, meta-cognitive activities, experiential learning, and problem solving.

3. **Cognitive Engagement** means individuals give sustained, engaged attention to a task requiring mental effort and that are within the zone of proximal development of the learners. As a result, teachers demonstrate the highest level of performance when their students are meaningfully engaged in cognitively complex learning.

Resources further explaining the three priorities can be found on the TCRP page of PUC’s intranet.
Domains, Standards, and Indicators

Each domain is comprised of a set of standards and indicators that define the domain. For example, Domain 1, Data-Driven Planning and Assessment, is comprised of the following standards and indicators:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1.1 Establish standards-based learning objectives for instructional plans | A) Selection of learning objectives  
B) Measurability of learning objectives |
| 1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students | A) Designing and sequencing of learning experiences  
B) Creating cognitively engaging learning experiences for students |
| 1.3 Use data to guide planning | A) Lesson design guided by data |
| 1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning | A) Knowledge of subject matter to identify pre-requisite knowledge  
B) Addresses common content misconceptions |
| 1.5 Design assessments to ensure student mastery | A) Selection of assessments  
B) Progression of assessments |

There are a total of 18 standards and 37 indicators. Within the Teacher Development System, all teacher supports, resources, and professional development are aligned to specific indicators. Similarly, the evaluation process described later in this guidebook is focused on the collection of evidence aligned to indicators so that teachers have timely, specific, and actionable feedback in order to progress toward effectiveness on all indicators.

“There teacher evaluation can be an opportunity for genuine professional learning. When organized around clearly established and accepted standards of practice, teacher evaluation offers an opportunity for educators to reflect seriously on their practice, and promote learning.”

Charlotte Danielson
The Handbook for Enhancing Professional Practice
Four Levels of Performance

Each indicator in the framework is further defined by descriptions of evidence that can prove performance on a scale of I (emerging) to IV (mastery), allowing teachers to benchmark their practice on each indicator and understand what would be required to progress to the next level of effectiveness. Across all indicators, the characteristics of performance are consistent at each level, as follows:

**LEVEL I**
The teacher fails to effectively demonstrate the specific indicator and student learning is negatively impacted.

**LEVEL II**
The teacher is inconsistent or only partially successful in demonstrating the specific indicator, student learning is not maximized.

**LEVEL III**
The teacher is consistent in demonstrating the specific indicator; student learning is strong.

**LEVEL IV**
The teacher is consistent in demonstrating the specific indicator and has created a classroom where students share in this responsibility; student learning is maximized.

In addition, there is a trend across levels in terms of the three priorities described earlier:

Teacher delivering information
Low cognitive engagement
Limited knowledge and skills

Teacher facilitates students' construction of knowledge
High cognitive engagement
College-ready knowledge, skills, and attributes

Prior research has shown that for all students, regardless of their background or prior performance, spending a year with a teacher performing mostly at Levels I can lead to reductions in their learning gains from one year to the next. Students of teachers performing at Level III make the anticipated annual gains; students of teachers performing at Level IV help their students to surpass those expected gains. While teachers performing at Level III are considered highly effective at fostering college readiness, constructing knowledge, and cognitive engagement in the classroom, Level IV in the rubric is intended to provide teachers opportunities to hone their craft in specific areas. In Level III teaching, students are engaged in learning through thoughtful facilitation by the teacher. In Level IV teaching, the classroom functions as a community of learners with student assumption of responsibility for learning. Through clearly articulated expectations and differentiated support, our goal is for each teacher to attain at least a Level III on every indicator so that we can meet our student achievement goals.

Whatever their current level, the language of the framework can help teachers understand what the next level of performance looks like and inspire them to take the necessary steps to attain that level of performance in their classrooms. After all, highly effective teachers are critical to preparing our scholars for success in college.
Effective teacher supports are:

- **Targeted** – Teacher supports are individualized, aligned to teacher performance, job-embedded, and frequent.
- **Meaningful** – The evaluation system provides frequent and actionable feedback to teachers in a supportive environment in order to drive growth.
- **Evidence based** – Teacher supports are only deemed effective when they can be linked to increases in teaching ability and improved performance.
- **Practical** – Teachers can access practical solutions to address the diverse and challenging needs of our students.
- **Reflective** – Teachers will collaborate, discuss, and reflect to solve problems and support each other and improve their teaching.
- **Supportive of teacher longevity** – Effective teacher supports inspire teachers to stay in the profession and lead to better long-term sustainability and retention.

Supports will correlate directly to indicators on the CRT Framework, which allows for focused and individualized professional growth plans that move each individual teacher to higher levels of performance.
Collaboration and Coaching

PUC will continue supporting your professional growth through many of the collaboration and coaching practices already in place. This includes your regular collaboration with department teams and grade level teams. Now these efforts will include work on your individual growth goals. These growth goals will be determined collaboratively with your site leaders who will continue to deliver the real-time coaching and drop-ins that have always been an integral part of PUC culture. This year, implementation coaches are assigned to each site and will focus their work on helping you meet your growth goals. In addition to the PUC-wide Community of Practice days, pupil free days have been coordinated across the PUC network to allow for teachers of similar subjects to collaborate. We are also developing protocols to guide teachers in pursuing their growth goals both individually and collaboratively. Examples include protocols for analyzing student work, peer observations, and a video self-analysis.
Professional Development Resources Linked to Observations

We have partnered with a company called FormativeLearning to provide online professional development resources for teachers based on their observation ratings. Information can be accessed in three ways: searched by indicator like a library, automatically sent to their dashboard based on their observation ratings, or selected for them by their site leader or other instructional coaches. For example, you might want to observe Level III performance for a particular teaching practice such as questioning. FormativeLearning will connect you to articles, videos, and other online content. As time goes along, we will continue to expand the resources that teachers use for improving their practice including web resources, readings, and videos aligned to the CRT Framework. We especially want to include our own videos of effective teaching in PUC classrooms.

The PUC “Teacher Portal”: Resources & Real-time Data

PUC will continue improving the IT systems that teachers use to access data and instructional resources. Currently, this includes PowerTeacher, Data Director, and the PUC intranet. We plan to integrate access to these resources through a “Teacher Portal”. We will also integrate other data such as survey data and the ratings your leader gives you for Domain 4 (Professional Contributions). Our end goal is to integrate our IT systems so that you can quickly access data and resources with a single sign-on.

PUC Teachers Relentlessly Pursue Excellence

At PUC, the driving force behind all of our teacher supports is growth and development. Although PUC is committed to providing robust and differentiated supports for improvement, it is each teacher’s individual responsibility to access supports, practice relentlessly, and improve their practice. Reaching performance Levels III and IV will require teachers to be persistent in their self-improvement efforts.

PUC Teachers:
• are intellectual architects
• are reflective practitioners
• are highly relational
• relentlessly pursue excellence
Guiding Principle: Determining Effectiveness Through Transparent Multidimensional Measures

* Effective teaching is complex and can only be understood through a multidimensional view of teacher practice.

* Measures of effective teaching require multiple data inputs from a variety of stakeholders.

* Effective evaluation systems use valid data that is transparent and linked to performance expectations and teacher supports.

PUC’s Teacher Development System provides credible and meaningful information for teachers on their effectiveness from regular evaluations against clear performance expectations: A collaborative, thorough, and evidence-based evaluation process will ensure that teachers are fully engaged in their own development, and have the knowledge and tools to identify and strengthen growth areas, while taking leadership roles in areas of effectiveness.
Teacher Effectiveness Rating

The key to the evaluation and support system is the use of multiple measures of effectiveness aligned to the CRT Framework. Student achievement, observation, and survey feedback provide several data points at which teachers and their site leaders have the opportunity to identify areas of strength and areas in need of development. This data will be integrated into a single score – your teacher effectiveness rating.

Your effectiveness rating will be calculated from the following:

<table>
<thead>
<tr>
<th>Evaluation Components</th>
<th>30%</th>
<th>10%</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Practice and Behavior</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Observations</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Growth</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Professional Contributions</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Student Feedback</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Student Growth</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Teacher SGP</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Level API</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Teacher Practice & Behavior (60% total)**

The following timelines provides an overview of the events related to Teacher Practice & Behavior:

<table>
<thead>
<tr>
<th>WHEN</th>
<th>WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - June</td>
<td>Informal observations focused on Growth Goals</td>
</tr>
<tr>
<td>Fall: September - October</td>
<td>Formal Observation Cycle #1</td>
</tr>
<tr>
<td>October - April</td>
<td>Choice Events that support Growth Goals</td>
</tr>
<tr>
<td>Spring: April - May:</td>
<td>Formal Observation Cycle #2</td>
</tr>
<tr>
<td></td>
<td>Stakeholder Surveys: Peer, Student, Family</td>
</tr>
<tr>
<td>Summative Evaluation Conference: June</td>
<td>The leader reviews all available data with the teacher including student, peer, family feedback, and achievement of growth goals. (Note: teachers will have real-time access to all observation scores through FormativeLearning)</td>
</tr>
</tbody>
</table>
Formal Classroom Observations (30%)

Each teacher will engage in two formal observation cycles each year:

- Formal Observation #1 worth 10% (October/November)
- Formal Observation #2 worth 20% (March/April)

It is expected that the teacher will have developed greater student ownership later in the year, in the range of Performance Levels III and IV, which is why the second observation is weighted more.

The observation process is a critical component of our efforts to improve effectiveness, ensuring that teachers are thinking and learning about every aspect of the teaching practice and are continuously working to improve their skills. The CRT Framework provides the foundation for this work. Through the three stages explained below, teachers and site leaders examine and reflect upon lesson planning, assessment, classroom environment, and instruction. Evidence is collected, aligned to the framework, and analyzed. Teachers and leaders will use a new web-based platform, “FormativeLearning”, to compile and share this evidence.

“This process allowed me, as a teacher, to reflect on my own written lesson. I was able to find areas I needed to clarify and then could fill those gaps before the lesson was taught. On paper a lesson can look one way—yet when spoken about it the details can really be revealed, which I later tried to include in the lesson plan.”

Pilot Teacher, Spring 2011
The Formal Observation Cycle

<table>
<thead>
<tr>
<th>STAGE 1 - BEGIN DAY 1</th>
<th>STAGE 2</th>
<th>STAGE 3 - END BY DAY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan</strong></td>
<td><strong>Classroom Observation</strong></td>
<td><strong>Reflection</strong></td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td><strong>Teacher</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>1) Reviews data</td>
<td>1) Teaches lesson (50-75 minutes)</td>
<td>1) Discusses student work analysis and reflection</td>
</tr>
<tr>
<td>2) Prepares lesson plan</td>
<td>2) Collects student work from the lesson</td>
<td>2) Discusses ratings</td>
</tr>
<tr>
<td>3) Posts lesson plan on FormativeLearning</td>
<td>3) Prepares self-ratings on FormativeLearning</td>
<td>3) Makes suggestions for improvement</td>
</tr>
<tr>
<td><strong>Observer</strong></td>
<td><strong>Observer</strong></td>
<td><strong>Observer</strong></td>
</tr>
<tr>
<td>1) Reviews lessonplan</td>
<td>1) Observes lesson</td>
<td>1) Hosts meeting</td>
</tr>
<tr>
<td>2) Collects evidence</td>
<td>2) Speaks with students</td>
<td>2) Discusses student work analysis and reflection</td>
</tr>
<tr>
<td>3) Shares evidence record and any notes on FormativeLearning</td>
<td>3) Collects evidence</td>
<td>3) Discusses ratings</td>
</tr>
<tr>
<td>4) Formulates questions and emails to teacher</td>
<td>4) Posts evidence record on FormativeLearning</td>
<td>4) Makes suggestions for improvement</td>
</tr>
<tr>
<td><strong>Data Gathered</strong></td>
<td><strong>Data Gathered</strong></td>
<td><strong>Data Gathered</strong></td>
</tr>
<tr>
<td>Domain 1</td>
<td>Domain 1</td>
<td>Domain 1-3 and 4.1a-b</td>
</tr>
</tbody>
</table>

For sample lesson plan templates, guiding questions for the pre- and post-observation conferences, and other details on the formal observation cycle, please see PUC’s “Observation and Evaluation Process Guide”.

At the conclusion of the formal observation cycle, the leader provides instructional coaching for the teacher and collaborates in identifying and developing the teacher’s growth goals.
Professional Growth (10%)

Professional Growth is comprised of two measures:

Overall Growth from Formal Observation #1 to #2 (4%):
Upon completion of Formal Observation #1, a teacher who has not reached an average effectiveness of Level III (highly effective) will be given a target score for Formal Observation #2 that will place that teacher on the trajectory to reaching Level III (highly effective) within five years.

Teachers that score an average of Level III or higher on Formal Observation #1 will automatically receive the full 4% for overall growth. However, those teachers are expected to select specific indicators within the Framework in which to engage in action research and develop mastery, or Level IV.

Achievement of three Growth Goals (6%): 
Growth goals guide teachers in reaching performance Level III within five years. The teacher and leader collaboratively select three specific indicators on the Framework for which the teacher will increase one proficiency level within the school year. For returning teachers, these goals are selected at the Summative Evaluation Conference in June of the preceding school year. For new teachers, these goals are selected after Formal Observation #1.

To show achievement of the growth goals, data will be collected from informal observations. Each growth goal will be worth 2%. Even if the teacher doesn’t demonstrate achievement of a specific goal during Formal Observation #2, a preponderance of evidence from informal observations showing achievement of that goal will take precedence. Frequent informal observations have long been a central part of teacher development at PUC. Now the evidence from your informal observations will also be collected in FormativeLearning, our online tool, so you can see the evidence as it’s being collected.
Student Feedback (10%)

PUC’s third commitment is that students will “uplift our communities now and forever.” Their voice has always been important in how we teach and in how we organize our schools. To develop surveys during our pilot year, TCRP partnered with Tripod, a leader in the field of education research, to develop, implement, and analyze student and family surveys. For the past decade, Tripod has refined survey items that provide teacher-level data. These items have been statistically correlated to student achievement through findings from the Measures of Effective Teaching Project. Studies indicate that students are happier, harder working, and more satisfied with their achievements in classrooms that rate higher on key dimensions.

Beginning this year, PUC will launch our student survey based on the statistically validated survey items from Tripod. The student surveys are designed to capture key dimensions of classroom life and teaching practices as students experience them. The survey items will be linked back to appropriate indicators on the CRT Framework.

The following are some of the survey items:

1. Our class stays busy and doesn’t waste time.
2. My teacher in this class makes me feel that he/she really cares about me.
3. My teacher really wants us to understand material, not just memorize it.
We will use national and TCRP-level data from Tripod to determine transparent and equitable teacher score cutoff points. Scores from each domain will be linked to specific indicators on the CRT Framework. A dashboard will reflect a teacher's performance on each indicator based on the survey and will automatically notify teachers of indicators that are areas for growth. Please check the intranet for all of the survey items and the indicators to which they are correlated.

**Professional Contributions (10%)**

The measures for Professional Contributions correlate to Domain 4 of the Framework. These measures include: peer survey data, Domain 4 ratings from your leader, and school-level family survey data.

**Peer Survey (3%)**

The peer survey is part of a reflective process. The culture of PUC has always been rooted in reflective thinking and collegial scholarship that strives for excellence. Teachers are expected to partner with their colleagues to embody these values and will be surveyed by a cohort of their peers to recognize their contributions to the larger team and rate the extent to which they model our core values. The survey aligns to Domain 4 of the CRT Framework. Each teacher will be surveyed by all members of their grade-level team and 2-3 additional randomly assigned teachers. Each teacher will also take the survey as a self-assessment, which can provide the foundation for a helpful discussion on perception alignment or gaps. Surveys are completely anonymous and ratings will not be shared with other teachers. The compiled results will be sent directly to each teacher’s personal dashboard.

The peer survey is based on one created by Achievement First – a CMO on the East Coast with similar goals and values as TCRP. The survey received overwhelming positive feedback from its teachers. To adapt the survey for TCRP, a sample of teachers from all four CMOs reviewed and gave their feedback on the Achievement First survey and aligned each question to the CRT Framework. The Peer Survey was piloted during Spring 2011 and revised based on feedback from TCRP teachers and leaders.

Some of the survey items include:

1. I feel comfortable asking this teacher for help.
2. This teacher has given me feedback in a positive and constructive way.
3. This teacher encourages excellent behavior and character from all students, not just the students in his/her class.

The peer survey can be viewed on the intranet.
**Domain 4 Leader Ratings (4%)**
As we’ve always done, leaders will gather data for Domain 4 over the course of the year by observing events such as special education collaboration meetings, grade level meetings, professional development sessions, and family meetings.

**School-Level Family Survey (3%)**
In addition to developing the Student Survey, TCRP also partnered with Tripod to develop a Family Survey. The survey presents questions designed to capture school life and teacher performance areas such as:

- Overall Parent Satisfaction
- Parent-School Communication
- Teachers Cultivate Joy of Learning

Some sample survey items include:
1. The teachers at the school encourage me to work with them to help my child learn.
2. This is a safe school.
3. Teachers at the school make my child excited about learning.

Family Survey questions and additional information on the correlation between survey data and student achievement can be found on the intranet.
Student Achievement (40% total)

It’s impossible to get a true measure of a teacher’s effectiveness without considering the achievement of the students in his or her classroom. A 2010 report from the National Bureau on Economic Research confirms that, “classroom-based measures of teaching effectiveness are related in substantial ways to student achievement growth.” Additional studies have shown a correlation between classroom evaluations using a comprehensive teaching framework (like the one PUC has adopted) and student achievement.

Individual Teacher’s Student Growth (30%)

For teachers of a subject tested by the CST, Student Growth will be measured by student growth percentiles (SGPs)

PUC chose to use SGPs, which is a type of value-added measure, as the way to measure the growth of student achievement and as one of the ways to gauge a teacher’s impact on each student’s academic growth from year to year. SGP is a regression that estimates how different each student’s achievement growth is in the current year from the expected growth for all students with similar starting points in the previous year.

PUC will create an SGP for each individual student by comparing the change in his/her CST performance to all other students in TCRP and LAUSD who had the same CST achievement results in previous years (the student’s “academic peers”). This change will be reported as a student growth percentile (SGP) from 1 to 99. Higher student growth percentiles indicate more growth.

The figure at the left shows an example. From Grade 6 to Grade 7, the student raised her ELA scale score from 305 to 330. That increase was better than 60% of students who also scored a 305 in Grade 6 (her “academic peers”).

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Student Growth Perentiles (SGP)

John Schacter
The figure at the left shows the SGPs for a small class. The point where 50% of students have a higher SGP, and 50% have a lower SGP is the median. The median SGP for this class is 55, which would be reported as the median SGP for the teacher.

One strength of the SGP model is that it measures growth at the top and bottom of the CST performance scale equally well. All students, no matter where they start, have the opportunity to exhibit growth from the 1st to 99th percentile.

During the pilot year, PUC reported SGPs for ELA and mathematics in grades 3 through 11. Beginning in 2011-2012, PUC will report growth for other subjects such as science and social studies in the middle and high schools.

For teachers of a subject not tested by the CST, their Student Growth will be based on benchmarks and performance assessments that will be run through regression models for value-added measures (VAM).

PUC has benchmarks for all ELA, math, science, and history/social science courses in middle and high school. We are working with highly effective instructors and experts to develop useful common benchmark assessments for elementary grades, visual and performing arts, Spanish, and PE. In order to ensure that benchmark assessments are reliable, valid, and fair, PUC is performing rigorous statistical analysis of benchmark results.

Examples of SGP outputs can be found on the intranet.

**School API (10%)**

A collaborative culture prevails among PUC educators as we work together toward success for all students. In addition to helping students achieve in his/her own subject, each teacher also contributes to the overall achievement of the school. Part of each teacher’s overall evaluation will be based on the school’s API results.
Guiding Principle: Recognizing and Rewarding Effective Teaching

PUC’s Teacher Development System establishes a teacher career path that recognizes and rewards teachers for high performance.

The primary goal of The College-Ready Promise is to improve teacher effectiveness in order to get all students prepared for success in college and beyond. To that end, the Teacher Development System engages teachers and site leaders in rich conversations about effective instruction that support continuous student growth. An equally important objective is to attract and retain the most talented teachers in our organization by recognizing and rewarding success.

We want effective teachers to have the opportunity to reach career goals while continuing to teach effectively. We know that among many factors impacting each teacher’s decision about where to work—and whether to stay with an organization—that adequate compensation, growth opportunities,
employment stability, and recognition of achievements are high on the list of considerations. Therefore, we strive to implement a compensation system that achieves all of those outcomes. The PUC career path and compensation system will balance equitable and objective calculations of effectiveness with administrator-teacher relationships that allow for individualized analysis, growth planning, discussion, and reflection. Defining the parameters of this system, including compensation levels, will be a key focus of the 2011-2012 school year.

**Shifting from Measures of Longevity to Measures of Effectiveness**

TCRP CMOs are making a significant shift in how they think about teacher compensation. Whereas compensation was formerly determined by a “step and column” scale based on number of years in the classroom and number of continuing education units (and higher degrees), those two factors will no longer impact teacher compensation in the new system. Teacher compensation will solely be determined by a teacher’s effectiveness (and in some cases additional responsibilities taken on by a teacher). The measures of effectiveness are described in the previous section. All of the measures will be combined into a single teacher effectiveness rating. This rating will help teachers realize the different leadership paths available to them and indicate commensurate compensation and opportunities given the levels of performance. This year our focus groups will formalize the types of leadership opportunities available to teachers through our career path.

The timeline below shows how we are continuing to roll out our new system over the next four years:
Safeguards for Teachers

In order to sustain a fair and transparent process, PUC has implemented the following parameters for all matters relating to career and compensation.

Transparency

All measures of effective teaching are designed to be transparent and easily understood by teachers and administrators. In addition to providing accessible and clear information about each measure, the actual inputs to each measure (evidence) will always be made available to teachers. For example:

- The observation data collection system, FormativeLearning, allows teachers to see their evidence and scores for the formal observations in fall and spring in real time.
- The content and administration process of all survey tools will be shared as well as your individual and/or school results to each question.
- The SGP calculations will be explained by a technical report that specifies who was included in the data set and how the scores were calculated.

Progressive, Not Regressive Pay

Teachers need some predictability in their compensation levels in order to sustain a career in the classroom. Therefore, teachers will not be subjected to cuts in pay based on performance. The system is designed to recognize and reward effectiveness and encourage growth, not penalize teachers on a learning curve. Teachers who repeatedly fail to meet expectations will not receive increased compensation, but will not be subjected to salary reductions. Rather, their performance will be reviewed through existing human resource policies and processes that guide the development of improvement plans or non-renewal of employment status.

Adequate Evidence of Performance

PUC’s evaluation system is designed to ensure that all career and compensation decisions are based on adequate evidence of a teacher’s effectiveness. We achieve this goal is several ways:

- Multiple measures of effectiveness comprise a teacher’s effectiveness rating, with TCRP continuously monitoring the validity and accuracy of those measures. When data sources conflict significantly, further investigation will ensure before any career or compensation decisions are made. A process will be developed for teacher’s to have their data reviewed if they feel it does not accurately reflect their performance.
- The formal observation and evaluation process is completely evidence-based. Administrators will not be able to assign performance scores without adequate evidence to support those scores. Calibration and training of all administrators provides an additional assurance that effectiveness ratings are fair and objective.
- No career or compensation decisions will be made without a minimum of 2 years of data.
Guiding Principle: Focusing School Leadership on Teacher Effectiveness

PUC’s Teacher Development System provides principal leadership that champions the Teacher Development System in every school, ensuring the goals of this system are achieved for every teacher in every classroom. Site leaders will engage in ongoing professional development, collaboration, and calibration to ensure that they can effectively lead all aspects of the Teacher Development System at their sites. Leadership recruitment, training, and evaluation systems will be fully aligned to the goals and processes of the Teacher Development System.

Leaders Who Are Trained and Certified

PUC has always valued site leaders who guide effective teaching practices. The support and alignment of site leaders is critical to the success of our Teacher Development System. We heard from teachers how important it is that you can feel confident in your
evaluation system, and that your site leaders are trained and calibrated on observations and evaluation. Site leaders have played a critical role in developing and piloting all of the TCRP components. We committed significant time and resources, bringing site leaders together for more than 60 hours of training over the course of 2010-2011 to learn a new process of observation, alignment to a new Framework, and rating of teachers across the 37 dimensions of effective teaching. Site leaders must demonstrate that they can collect objective evidence, align it to meaningful indicators, and rate teachers accurately on the CRT Framework.

Leaders Whose Observation Ratings are Calibrated

One of the most powerful outcomes of the TCRP collaboration is the choice to use a common teaching framework and consistently calibrate across organizations. We have the collective knowledge and wisdom of high-performing education teams across all 4 CMOs that developed the CRT Framework and observation process. By calibrating across organizations, we can improve the consistency and fidelity of the observation process and ensure that as an organization we are not being “too lenient” or “too harsh”, which creates a fairer process for you. By calibrating together, we can look at the consensus of opinions across groups and arrive at a common definition of what effective teaching looks like.

Calibration is hard work and high stakes for site leaders! Before they complete a formal observation of you, they are required to certify using a video observation or classroom observation in order to ensure that they can accurately assess teacher practice. Even after being certified, leaders will be monitored on their evidence collection and accuracy in the field. We support leaders in this work by offering training, coaching, and other resources so they can support you in effectively evaluating your practice and helping you grow and develop.

I truly believe that the students and I would not have seen the success we did this year without my instructional leader.”

- PUC Science Teacher
As a teacher at PUC, you have so many reasons to be proud! You and your colleagues have proven over and over again that what some deem impossible is possible, every day with every scholar. As students across the country struggle to meet the demands of a 21st century graduate, PUC educators continue to push the envelope with innovation and inspiration. The College-Ready Promise responds to that need, and the desire of our teachers to be the best you can be while balancing the demands of family, work, and life.

There are many ways to provide feedback, but you can always email Kelly Montes De Oca (Chief Academic Officer) and Jonathan Stewart (TCRP Implementation Lead) at tcrp@pucschools.org with a thought, comment, question, or concern. We also have ongoing focus groups that shape our system and our communication. Please contact us if you’d like to join.

We thank you for your interest in this initiative, your patience as we continue to innovate, and your passion for your work.

