Teacher Development

How providing consistent, high-quality development can help teachers thrive.
Providing all teachers with the resources and support they need to develop ensures that all students receive high quality instruction.

**Teacher Talent Toolbox**

- Development
- Recruitment & Hiring
- Evaluation
- Accountability
- Retention
- Professional Culture

A high-performing teaching team

School-tested strategies for growing great teaching teams
Contents of the Teacher Development Toolkit

**ESSENTIAL QUESTIONS**

- What is the most effective way to develop teachers?
- How can leaders schedule time to develop teachers?
- How do schools and districts align development offerings with teaching expectations?
- What is the role of coaching in development?
- What does good feedback look like?

**TOOLS**

- Sample technology-based solutions for organizing professional development opportunities
- Agendas and protocols for data review meetings
- Rubrics to assess professional development quality
- Coaching expectations
TNTP surveys show that teachers are more likely to stay at schools that provide valuable professional development opportunities.

“PROFESSIONAL DEVELOPMENT AT MY SCHOOL IS WELL-PLANNED AND WELL-FACILITATED.”

<table>
<thead>
<tr>
<th>Teachers planning to stay at their school 2+ years</th>
<th>68%</th>
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</thead>
<tbody>
<tr>
<td>Teachers planning to leave in the next year</td>
<td>43%</td>
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“I made a commitment that we were going to invest a lot of time in building adult capacity. I think we’ve made much smarter adults and, as a result, much smarter students.”

- High School Principal

Source: TNTP Instructional Culture Insight Survey 2011.
<table>
<thead>
<tr>
<th></th>
<th>Promising Teacher Development Practices</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Connect development to evaluation</strong></td>
</tr>
<tr>
<td></td>
<td>Organize development offerings according to evaluation criteria so teachers can access the resources they need to meet development goals.</td>
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<tr>
<td>2</td>
<td><strong>Set individual goals</strong></td>
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<tr>
<td></td>
<td>Set individual teacher development goals that align with school-wide goals; track progress toward goals in a way that enables all leaders to access the information.</td>
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<tr>
<td>3</td>
<td><strong>Communicate expectations</strong></td>
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<tr>
<td></td>
<td>Communicate specific expectations with teachers, observers and coaches so timing, feedback and areas of focus are consistent.</td>
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<tr>
<td>4</td>
<td><strong>Observe teachers frequently</strong></td>
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<tr>
<td></td>
<td>Observe regularly to identify teacher development needs; give consistent feedback to improve teacher performance.</td>
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<tr>
<td>5</td>
<td><strong>Review student data</strong></td>
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<tr>
<td></td>
<td>Establish opportunities and protocols for teachers to review student achievement data in groups.</td>
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<tr>
<td>6</td>
<td><strong>Differentiate development</strong></td>
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<tr>
<td></td>
<td>Differentiate development for new and veteran teachers, as well as for effective and struggling teachers.</td>
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<tr>
<td></td>
<td>Promising Practices in Action</td>
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<td>--------------------------------</td>
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<tr>
<td>1</td>
<td>Connect development to evaluation</td>
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<tr>
<td></td>
<td>Denver Public Schools designed an online system to align teachers’ evaluation ratings to the district’s professional development offerings, which are categorized using the same language as the evaluation system.</td>
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<tr>
<td>2</td>
<td>Set individual goals</td>
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<tr>
<td></td>
<td>North Star Academy requires teachers to set and make progress towards individual goals, student achievement goals, as well as school-wide goals.</td>
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<tr>
<td>3</td>
<td>Communicate expectations</td>
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<tr>
<td></td>
<td>Rocketship Education establishes three areas of focus with target outcomes for coaches.</td>
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<tr>
<td>4</td>
<td>Observe teachers frequently</td>
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<tr>
<td></td>
<td>D.C. Public Schools formally observes teachers at least five times per year with Master Educators helping administrators complete observations.</td>
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<tr>
<td>5</td>
<td>Review student data</td>
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<tr>
<td></td>
<td>Sci Academy uses a data reflection packet to guide teachers through the process of reviewing student data, discussing root causes and identifying next steps.</td>
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<tr>
<td>6</td>
<td>Differentiate development</td>
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<td></td>
<td>Rocketship Education prioritizes ten teacher actions for all new teachers and focuses development on only those ten areas until they are mastered.</td>
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</tbody>
</table>
Use teacher evaluations to identify what teachers need – and to offer professional development that meets those needs.

1. Establish common language and expectations around great instruction through a teaching framework and observation rubrics.

2. Audit development offerings and align them with teacher framework language.

3. Analyze observation data to diagnose and monitor teacher development needs.

Refer to the Evaluation toolkit for more information on designing and managing a teacher evaluation system.
In Action: Denver teachers know where they need to develop, and can access resources directly linked to those development areas.

Denver Public Schools

An online platform inventories all of the district’s development opportunities by the language used in its evaluation rubric.

Teachers can search for development activities and resources that directly match their growth areas, including video footage on particular aspects of good teaching.
Set development goals that will result in specific improvement in teacher practice.

**Houston Independent School District**

Sets clear protocols for how teachers and appraisers should prepare for goal-setting conversations and sets clear expectations for the areas in which teachers should set goals.

**New Haven Public Schools**

Outlines the specific types of student achievement goals teachers should create, provides sample goals, and clearly states the approval process.

**Memphis City Schools**

Teachers and administrators determine professional growth goals at the beginning of the year. The support plan encourages educators to identify how the teacher will meet the development goals.
In Action: North Star Academy’s Observation Tracker clearly tracks teacher progress towards goals and ensures accountability.

**North Star Academy**

Set individual goals focused on both teacher actions and student outcomes.

Use observation data to note when short-term instructional goals are met.

<table>
<thead>
<tr>
<th>TEACHER NAME:</th>
<th>[Teacher Name1]</th>
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<tbody>
<tr>
<td>CURRENT PD/INSTRUCTIONAL GOALS:</td>
<td>PREVIOUSLY MET GOALS:</td>
</tr>
<tr>
<td>Individual</td>
<td>Individual goal (management, taxonomy, differentiation)</td>
</tr>
<tr>
<td>DDI</td>
<td>DDI goal (IA’s, state or national)</td>
</tr>
<tr>
<td>School-wide</td>
<td>School wide PD Initiative (HS - Lesson Formats, Taxonomy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of interaction:</th>
<th>Time/Class:</th>
<th>Key Lever (small, measurable, targeted)</th>
<th>Evidence of Change from previous observation:</th>
<th>Summary of Observation (OR Cut &amp; Paste &quot;Things I’m impressed by&quot; &amp; &quot;Things I’ve noticed&quot;)</th>
</tr>
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Identify targeted next steps that can improve teacher practice immediately.

Track progress and hold teachers accountable to implementing feedback.
Set clear expectations for concrete and consistent coaching.

Effective Coaching

• Takes place within a cycle of observation and feedback, working towards development over time.

• Focuses on concrete changes to teacher performance through specific, time-bound action steps.

• Promotes self-reflection.

• Provides opportunities for teachers to practice new skills until they are mastered.
In Action: Rocketship Education identifies a clear purpose and provides guidance for coaches to use in the classroom.

### Coaching & Development Cycle Framework

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<th>Analyze</th>
<th>Align</th>
<th>Act</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To identify the most pressing gaps in the classroom to inform the focus areas for the coaching cycle</td>
<td>To ensure teachers know their strengths and areas for growth, are invested in their development and capable of reflecting on their practice independently</td>
<td>To develop teachers in the most efficient and effective manner and in a way most aligned to the teacher’s learning style and readiness.</td>
</tr>
</tbody>
</table>
| **Target Outcomes** | • Determine coaching priorities  
• Provide teachers with observation notes and data on their practice | • Recognize progress  
• Facilitate problem-solving  
• Identify next steps | • Build knowledge, skills and mindsets |
| **Frequency**    | Approximately once every two weeks                                     | Approximately once every two weeks                                   | Approximately once every two weeks                                   |
| **Length**       | 30-45 minutes                                                          | 30-45 minutes                                                        | 60-90 minutes                                                        |

Three distinct purposes of the coaching role, with explicit goals for each. Clear direction for use of time.
In Action: North Star Academy uses guiding questions to focus both teachers and leaders on concrete, measurable changes in behavior.

Guiding Questions for Observing & Giving Feedback

*Is the feedback specific, targeted/bite-sized, and measurable?*

1. Can the teacher make the change in a week? If not, it is not small enough.
2. Can I easily measure the change once the teacher has made it?

Teachers receive feedback with specific, time-bound action steps immediately before lesson planning so that leaders and teachers can be specific about what the teacher is going to do next.
Observe teachers as frequently as possible. Even short observations contribute to teacher satisfaction.

Teachers who receive more observations report higher satisfaction with feedback.

Percent of teachers who “Strongly Agree” or “Agree” that “I received adequate feedback on my teaching last year.”

- 35% for 0 to 10 observations
- 53% for 11 to 20 observations
- 70% for 21 to 30 observations
- 70% for 31 to 40 observations
- 66% for 41 to 50 observations
- 87% for more than 50 observations

Total Number of Observations* Received During the Last School Year

* Includes both short (≤15 minutes) and long (>15 minutes) observations.
Leverage instructional staff to conduct multiple observations.

How many teachers is each manager responsible for evaluating?

Across exemplar schools, each instructional leader is responsible for evaluating an average of 13.1 teachers.

Which of the following people observed your teaching last year?

- Instructional leader who formally evaluates me: 95%
- Peer teachers: 64%
- Instructional leader who does not formally evaluate me: 63%
- Department chair / Grade-level leader: 29%
- Other: 12%

56% of teachers were observed by at least 3 types of observers.
Free up capacity for observations using existing resources.

**Uncommon Schools**

*Empower Secondary Leaders*

Trains veteran teachers to observe teachers and provide feedback.

Allows principals to focus their efforts on teachers who are new or need the most support.

**Hillsborough County**

*Use Peer and Mentor Evaluators*

Hires master teachers to provide additional evaluative observations.

The number of administrator to peer observations changes based on teacher performance.
In Action: Classroom observations can be recorded using a variety of tools.

- Uses multiple observation forms for biweekly observations, depending on the observer’s role and purpose.

- These include: *Pop-in Observation Feedback Form*, *Walk-through Observation Template* and “*What to Do*” *Informal Observation Form* – for evaluating teachers solely on how clearly they communicate directions to students.

- *Observation and Conferencing Forms* – an optional form to record evidence and indicators of teacher performance on observable competencies for formal observations.

- *Framework Rating Summary Sheet* – rubric-based observation form used for informal observations.
Provide opportunities for teachers to review student achievement data in teams, and establish a common language for discussions.

- Ensure teachers have data-rich conversations about individual student’s academic performance.

- Schedule data meetings to help teachers identify specific strengths of students, reflect on their instruction, and immediately alter their instructional strategies to improve student outcomes.

“Working with colleagues to look at grade level data and discuss where our students perform as a grade level and as individual classrooms …we had the opportunity to discuss where our students struggled and what we could do to help them improve.”

– District teacher
Ensure teachers analyze student data with their colleagues.

**Denver Public Schools**

**Data Teams**

School-based data teams guide groups of teachers through student data analysis.

Data team members support the use of data throughout their school.

**Sci Academy**

**Data Review Days**

Teachers analyze class and student mastery of objectives during collaborative “data days.”

Teachers identify priority objectives and strategies to improve student outcomes.

**Edward W. Brooke Charter School**

**Data Presentations**

Teachers present student achievement data to their peers on a weekly basis.

Teachers are focused on individual student data on a regular basis.
Differentiate development opportunities to meet all teachers’ needs.

**Memphis City Public Schools**

**Catalog Professional Development**

Provides a directory of professional development resources.

The Individualized Resource Book allows administrators and teachers to seek out useful professional development.

**Rocketship Education**

**Prioritize Key Skills in Coaching**

Defines 10 foundational skills for a successful classroom.

New or struggling teachers must become proficient in these areas before tackling other skills.

**Noble Street**

**Develop High Performers**

Encourages exceptional teachers to apply for the “Hedgehog team.”

The Hedgehogs develop interim assessments, curriculum resources and facilitate network-wide professional development.
Explore additional tools for this Toolkit on the Full Toolbox page. Also, be sure to access the five other Toolkits of the Teacher Talent Toolbox to craft a complete talent management strategy.

Teacher Talent Toolbox

A high-performing teaching team

School-tested strategies for growing great teaching teams