



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Teacher quality reforms in the Washington D.C. Public Schools

June 2014



Introduction

- Scott Thompson, Deputy Chief of Human Capital for Teacher Effectiveness
- Education: Bachelor of Arts at Stanford University, Masters in Teaching at Pace University, Masters in Social Policy at Oxford University as a Rhodes Scholar
- Began career teaching middle and high school history in New York City Public Schools
- 5 years at DC Public Schools
- Responsible for:
 - Teacher evaluation and compensation
 - Teacher recruitment and selection
 - Teacher retention and recognition
 - Teacher leadership
 - Teacher development strategy
 - Teacher effectiveness research

Agenda

- **Background on D.C. Public Schools**
- Teacher contract, evaluation, and compensation
- Teacher retention and recognition, recruitment and selection, and leadership roles
- Results, lessons we've learned, and next steps
- Discussion

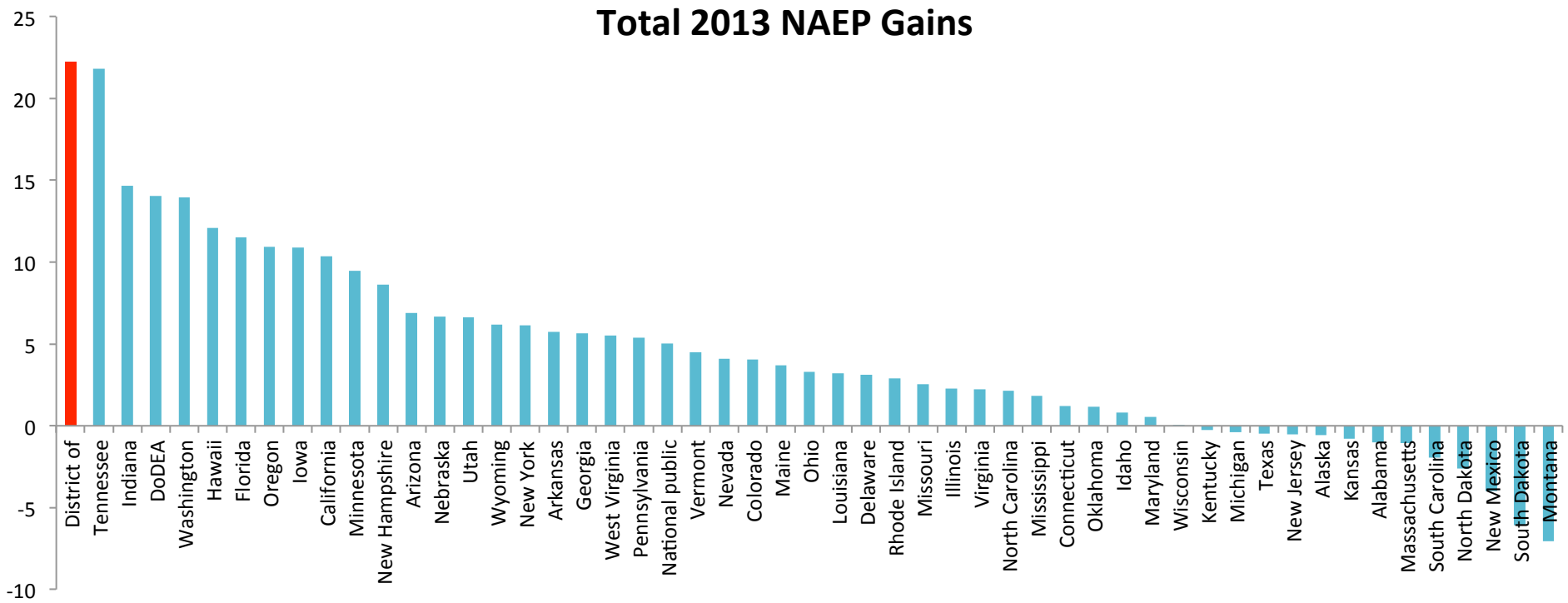


Background on Washington D.C. Public Schools (DCPS)

- 46,000 students
 - 77% high-poverty
 - 69% Black, 16% Latino, 11% White
- 110 schools, 4,000 teachers, 7,000 total school-based staff
- Historically one of the lowest-performing school districts in the United States
 - In 2007, only 12% of 8th graders were proficient at reading according to the National Assessment of Educational Progress
 - Around half of students graduate from high school
- In 2007, the school district was placed under direct control of the Mayor
- For the past seven years, the district has been led by reform-oriented Chancellors Michelle Rhee and Kaya Henderson

Recent results from the National Assessment of Educational Progress provide evidence that our reforms are working

DC's students showed larger gains than those in any state in the nation.



Teachers are the most important resource in our schools

Underperforming, low-income children who have great teachers for three years in a row will catch up to their higher-income peers. In short, great teachers can close the achievement gap.

-- Eric Hanushek in *Teacher Quality*, 2002

We have a simple goal for our teacher effectiveness work

Create a system in which all parents would be satisfied **randomly** assigning their children to **any** classroom in DCPS.

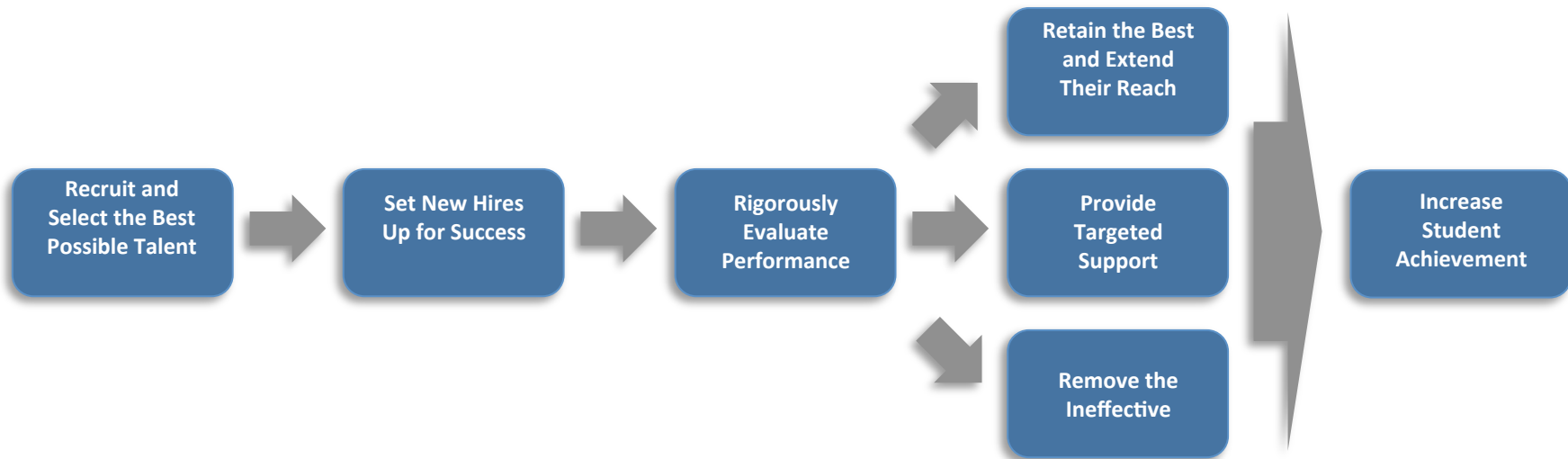
Where we were in 2007

12% vs. 95%

8th Grade Reading
Proficiency (2007 NAEP)

Teachers Meeting or
Exceeding Expectations

Our human capital theory of action



Agenda

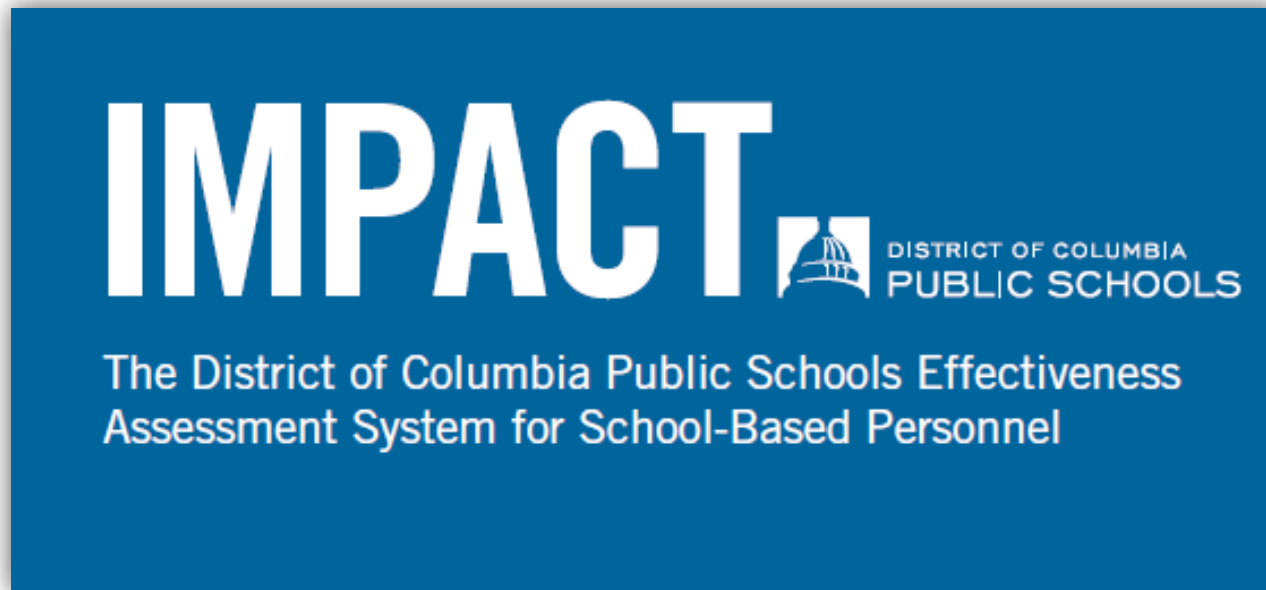
- Background on D.C. Public Schools
- **Teacher contract, evaluation, and compensation**
- Teacher retention and recognition, recruitment and selection, and leadership roles
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A first priority: Our teachers' contract

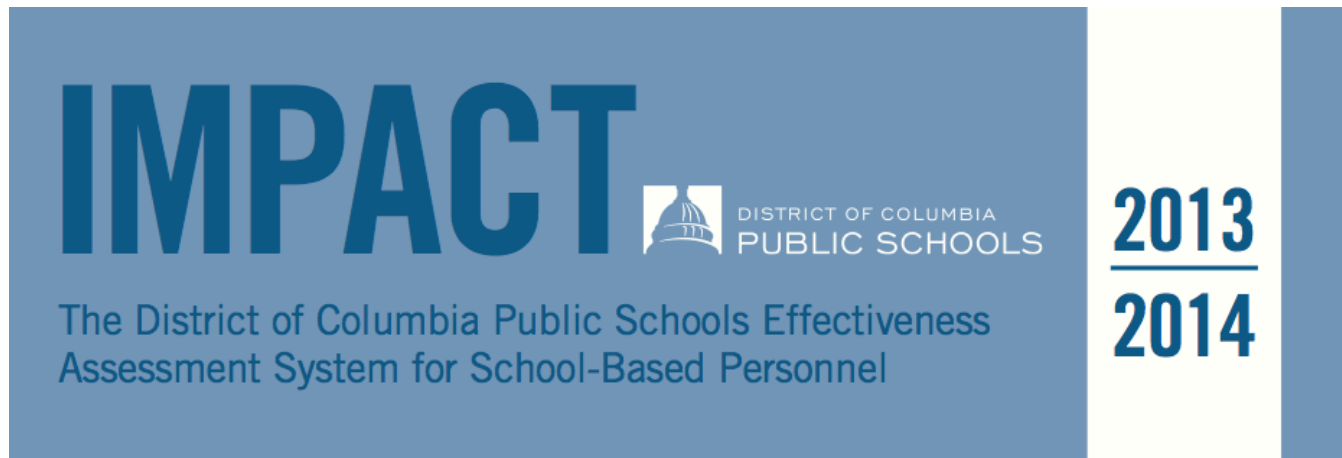
- Key principle: Teacher performance should drive all human capital decisions
- Three key changes:
 1. Performance-based termination and excessing – end of tenure as guarantee of a job regardless of performance and end of seniority as primary driver of decisions
 2. Mutual consent – teachers no longer assigned to schools
 3. Performance-based compensation
- Note: In DCPS, teacher evaluation is not subject to collective bargaining

The other top priority: Teacher evaluation



IMPACT covers all school-based staff members

- Nearly 7,000 people
- Includes principals and assistant principals
- Approximately 1/3 are not teachers



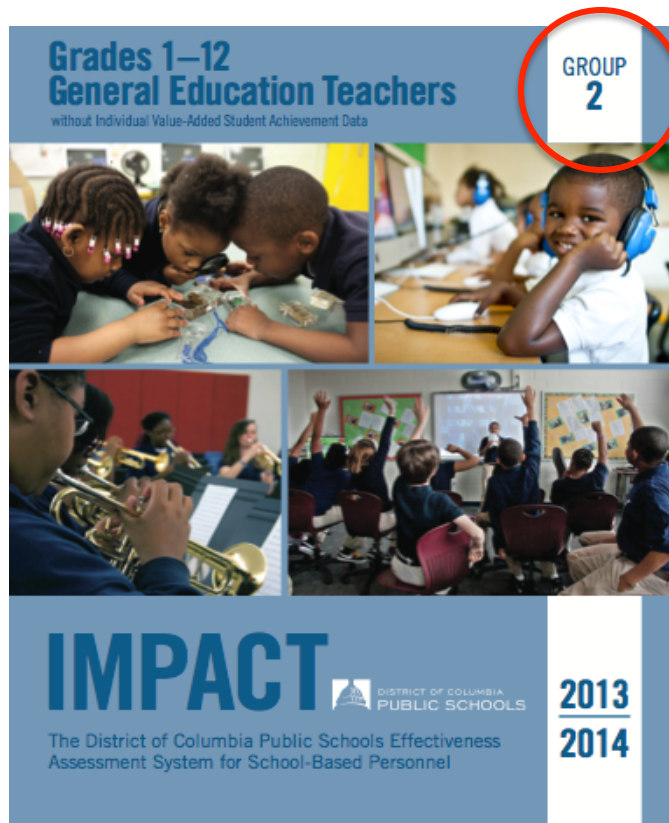
IMPACT Groups

- Principals
- Assistant Principals
- Group 1: Teachers with DC CAS Data
- Group 2: Teachers without DC CAS Data
- Group 2a: Early Childhood Education Teachers
- Group 3: Special Education Teachers
- Group 3a: Special Education Teachers – Autism
- Group 4: Non-Itinerant ELL Teachers
- Group 5: Itinerant ELL Teachers
- Group 6: Shared Teachers
- Group 7: Visiting Instruction Service Teachers
- Group 8: Student Support Professionals
- Group 9: Librarians
- Group 10: Counselors
- Group 11: School-based Social Workers
- Group 11a: School-based Psychologists
- Group 12: Related Service Providers
- Group 12a: Speech-Language Pathologists
- Group 13: Special Education Coordinators
- Group 14: Program Coordinators and Deans
- Group 15: Instructional Coaches
- Group 16: Mentor Teachers
- Group 17: Educational Aides
- Group 18: Office Staff
- Group 19: Custodial Staff
- Group 20: Other

Google “IMPACT Guidebooks”

IMPACT Guidebooks

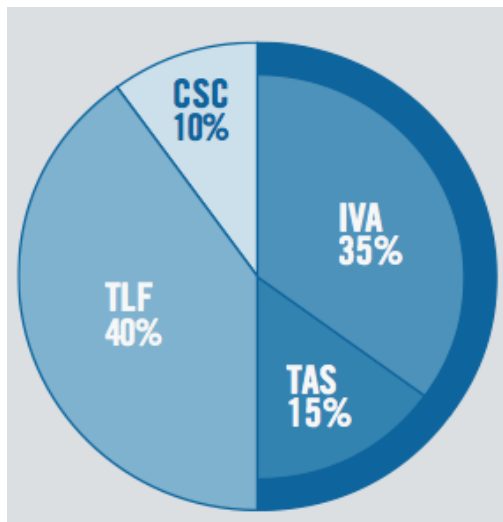
- Each group has a **unique guidebook** which contains information about **all components, rubrics, and additional group specific information**



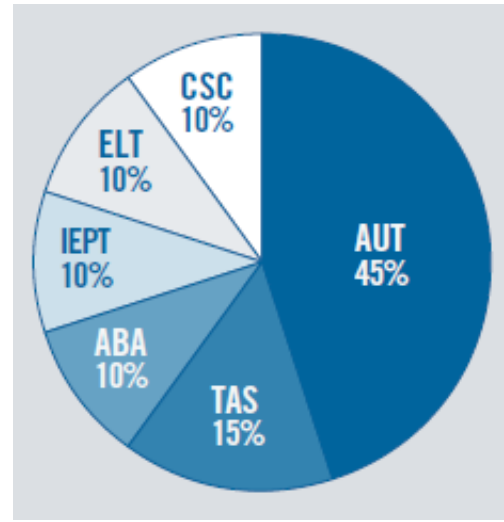
Each group has a set of job-specific components

- Different components are used to evaluate different groups
- Each component is assessed multiple times over the course of the year

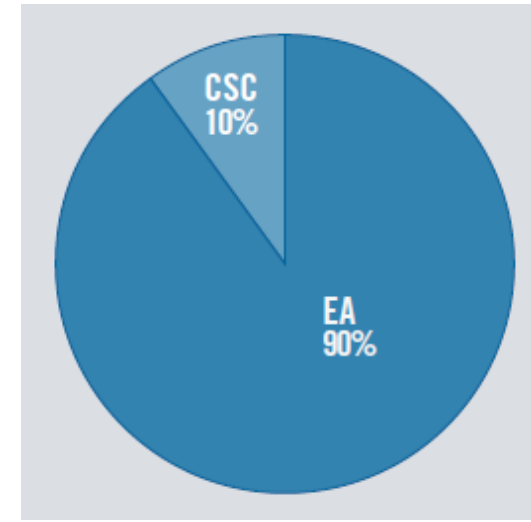
Group 1
General Ed Teachers



Group 3a
Special Ed Autism Teachers



Group 17
Educational Aides



Each components has a scoring rubric

IMPACT COMPONENTS FOR GROUP 1

CSC 10%	IVA 35%
TLF 40%	TAS 15%

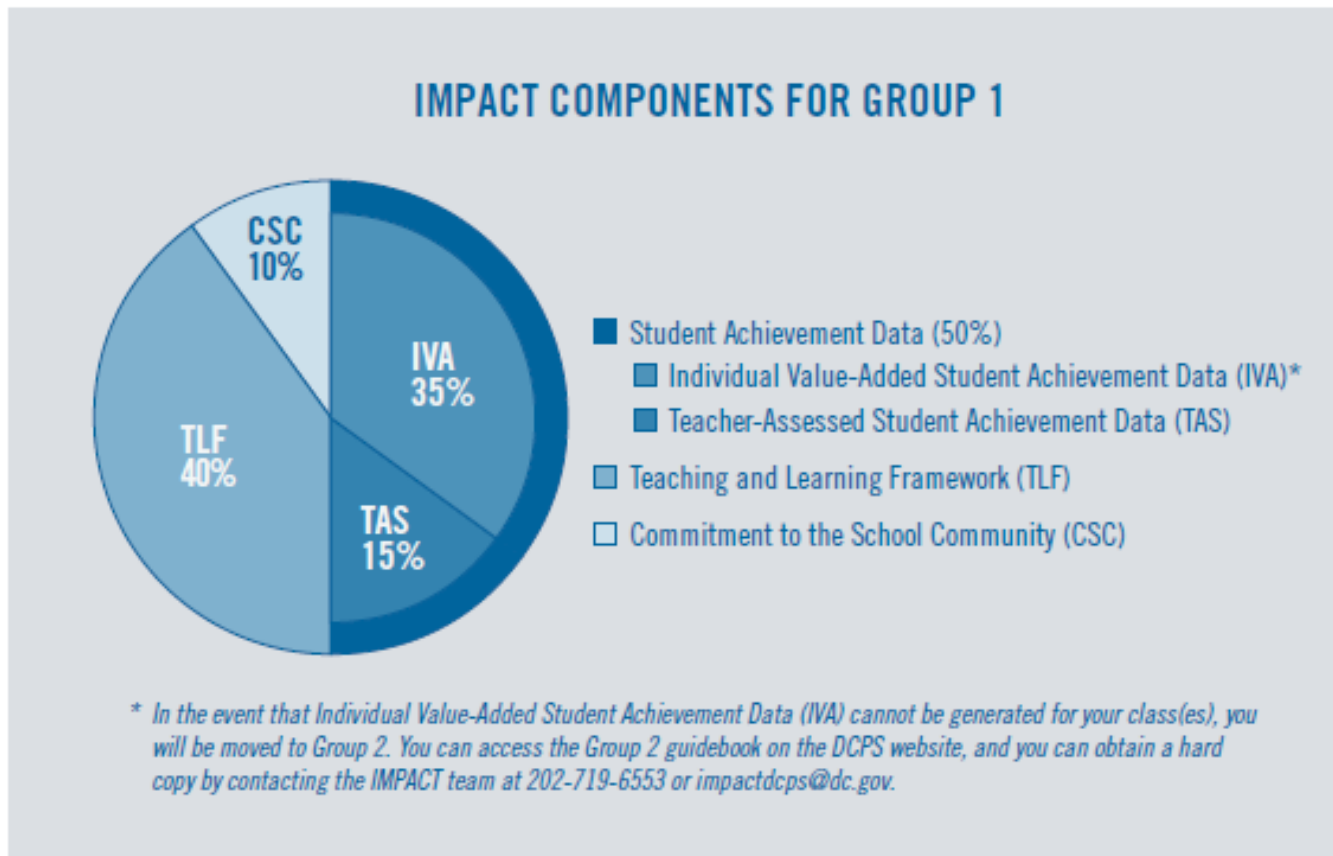
- Student Achievement Data (50%)
 - Individual Value-Added Student Achievement Data (IVA)*
 - Teacher-Assessed Student Achievement Data (TAS)
- Teaching and Learning (30%)
 - Commitment to the Profession (10%)
 - Instructional Practice (20%)

* In the event that Individual Value-Added Student Achievement Data (IVA) will be moved to Group 2. You can access the Group 2 guidebook on the copy by contacting the IMPACT team at 202-719-6553 or impactdcps@dcps.edu

LEVEL 4 (HIGHEST)		LEVEL 3
CSC 1	SUPPORT OF THE LOCAL SCHOOL INITIATIVES	
Individual meets Level 3 expectations AND extends impact by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.		Individual consistently supports the local school initiatives in an effective manner.
<i>Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a "reading across the curriculum" program.</i>		

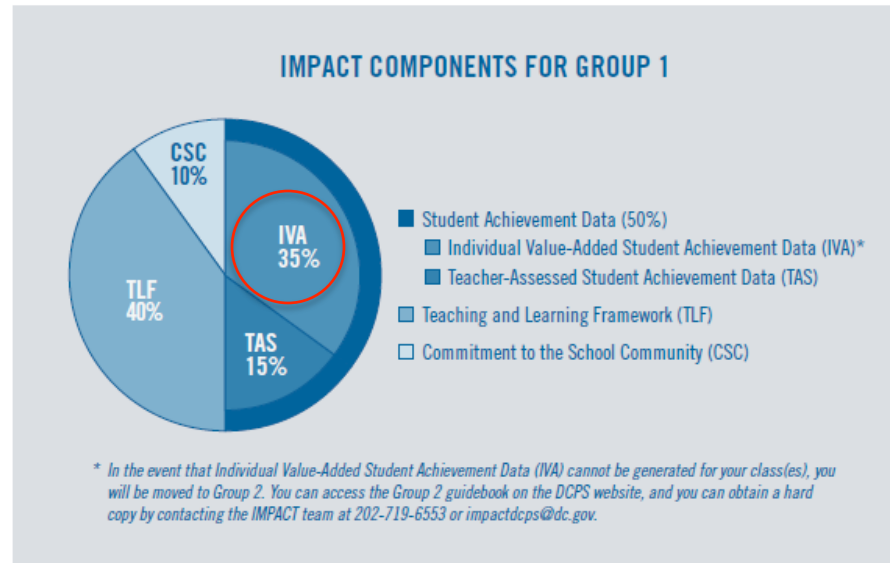
LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 2	EXPLAIN CONTENT CLEARLY	
Highly Effective		Effective
<i>The following best describes what is observed:</i>		<i>The following best describes what is observed:</i>
Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.		Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.
Explanations of content also are delivered in as direct and efficient a manner as possible.		

Group 1 - General Education Teachers with IVA Data



Component 1: Individual Value-Added (IVA)

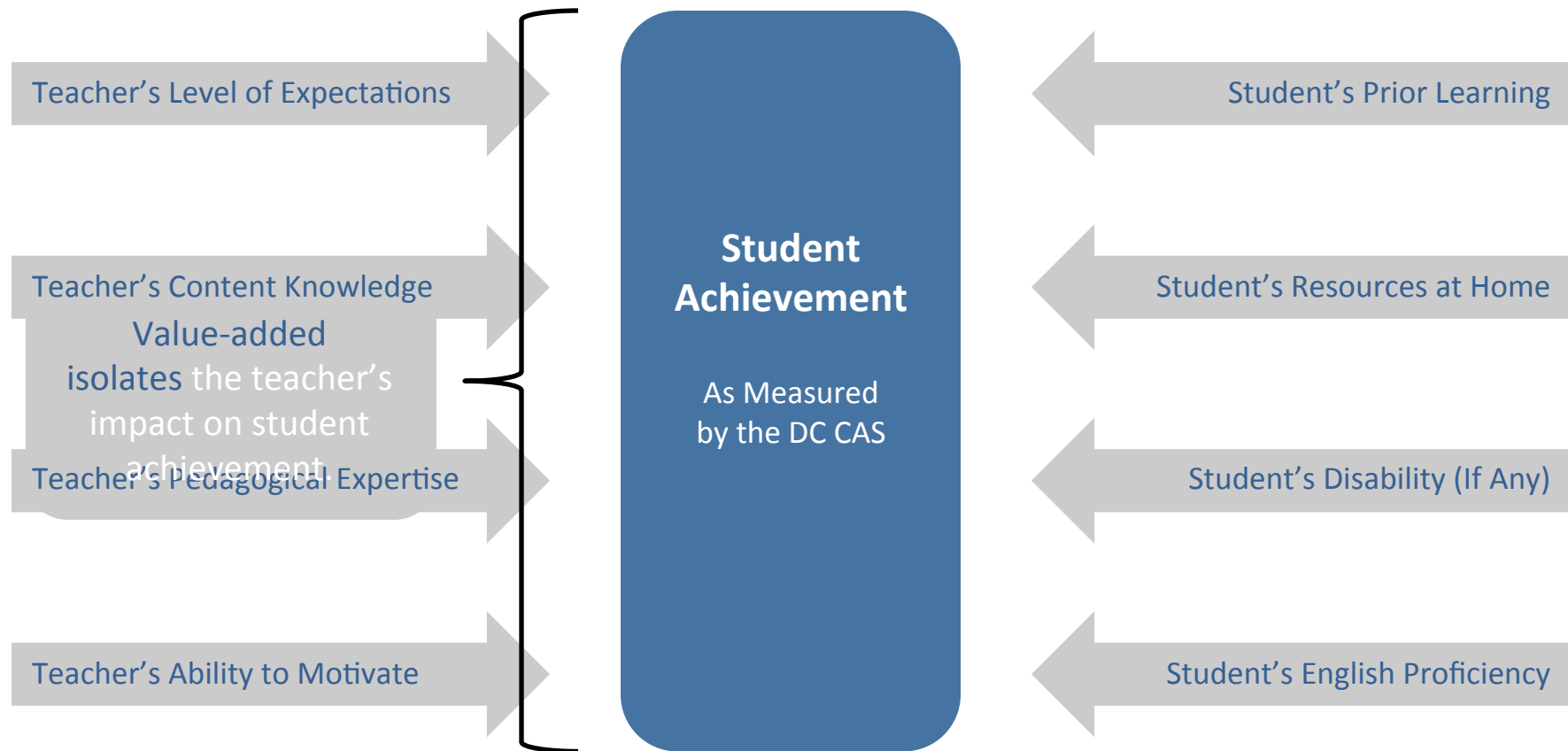
35%



Component 1: Individual Value-Added (IVA)

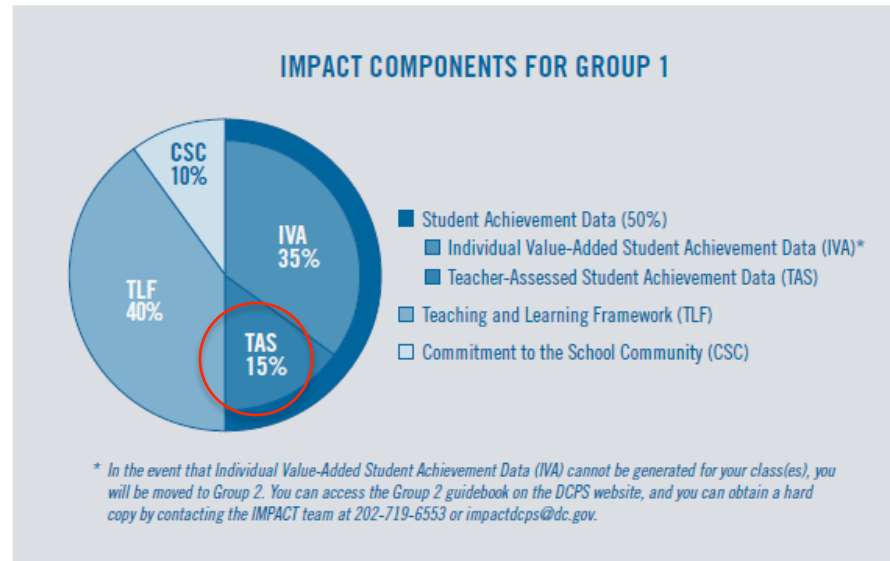
- A measure of a **teacher's impact** on student learning
- **DOES** take into account different starting points of different children
- **DOES** take into account other factors that are outside the teacher's control: for example, poverty, special education status, etc.
- Does **NOT** depend on whether students have passed the “proficiency” line

Component 1: How Does Value-Added Work?



Component 2: Teacher-Assessed Student Achievement Data (TAS)

15%

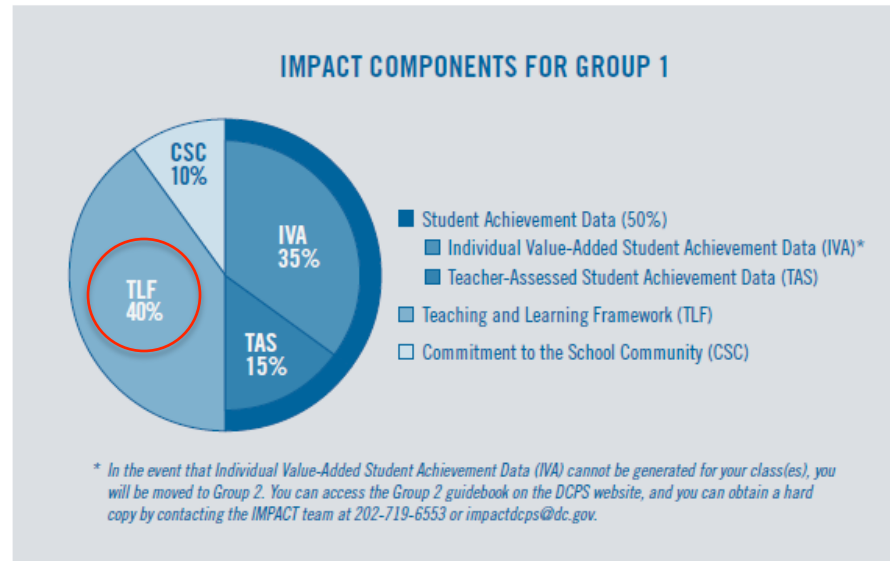


Component 2: Teacher-Assessed Student Achievement Data (TAS)

- A measure of a **teacher's impact** on student learning
- Based on a grade and subject area **appropriate assessment**
- Goals are unique and developed based on **baseline data**
- School leaders and teachers determine the most appropriate assessment and goals during a beginning of the year **TAS conference**
- Teachers **collect data** over the course of the year and meet with their principal again at the end of the year to discuss and assign a **final TAS score**

Component 3: Teaching and Learning Framework (TLF)

40%



Component 3: Teaching and Learning Framework (TLF)

- **Teach 1:** Lead **well-organized, objective-driven** lessons
- **Teach 2:** Explain **content clearly**
- **Teach 3:** Engage students at all learning levels in **accessible and challenging work**
- **Teach 4:** Provide students **multiple ways to move toward mastery**
- **Teach 5:** **Check** for understanding
- **Teach 6:** **Respond** to student understanding
- **Teach 7:** Develop **higher-level understanding** through effective questioning
- **Teach 8:** **Maximize** instructional time
- **Teach 9:** Build a supportive, **learning-focused classroom** community

Component 3: Teaching and Learning Framework (TLF)

LEVEL 4 (HIGHEST)		LEVEL 3		LEVEL 2		LEVEL 1 (LOWEST)	
TEACH 1 LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS							
Highly Effective		Effective		Minimally Effective		Ineffective	
<i>The following best describes what is observed:</i>		<i>The following best describes what is observed:</i>		<i>The following best describes what is observed:</i>		<i>The following best describes what is observed:</i>	
The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.*		The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.*		The lesson is somewhat organized: Some parts of the lesson are not closely connected to each other or aligned to the objective, or some parts do not significantly move students toward mastery of the objective.*		The lesson is generally disorganized: Parts of the lesson have no connection to each other, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly move students toward mastery of the objective.*	
The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted objective.		The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. For example, students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.		The objective of the lesson is clear to some students and conveys what students are learning and what they will be able to do as a result of the lesson, but it is not clear to others. For example, the teacher might state the objective, but students' comments, actions, or work products suggest that not all students understand what they are learning or what they will be able to do as a result of the lesson.		The objective of the lesson is not clear to students, or does not convey what students are learning or what they will be able to do as a result of the lesson. For example, students might be unclear or confused about what they are learning and doing, or the objective stated or posted might not connect to the lesson taught.	
<p>Students understand the importance of the objective.</p> <p>Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teacher's explanation.</p>		<p>Students understand the importance of the objective. For example, the teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.</p>		<p>Students do not fully understand the importance of the objective. For example, the teacher might explain the importance of the objective to students in a way that is too general, such that the explanation is not entirely effective in building students' understanding.</p>		<p>Students do not understand the importance of the objective.</p>	

Objective Importance

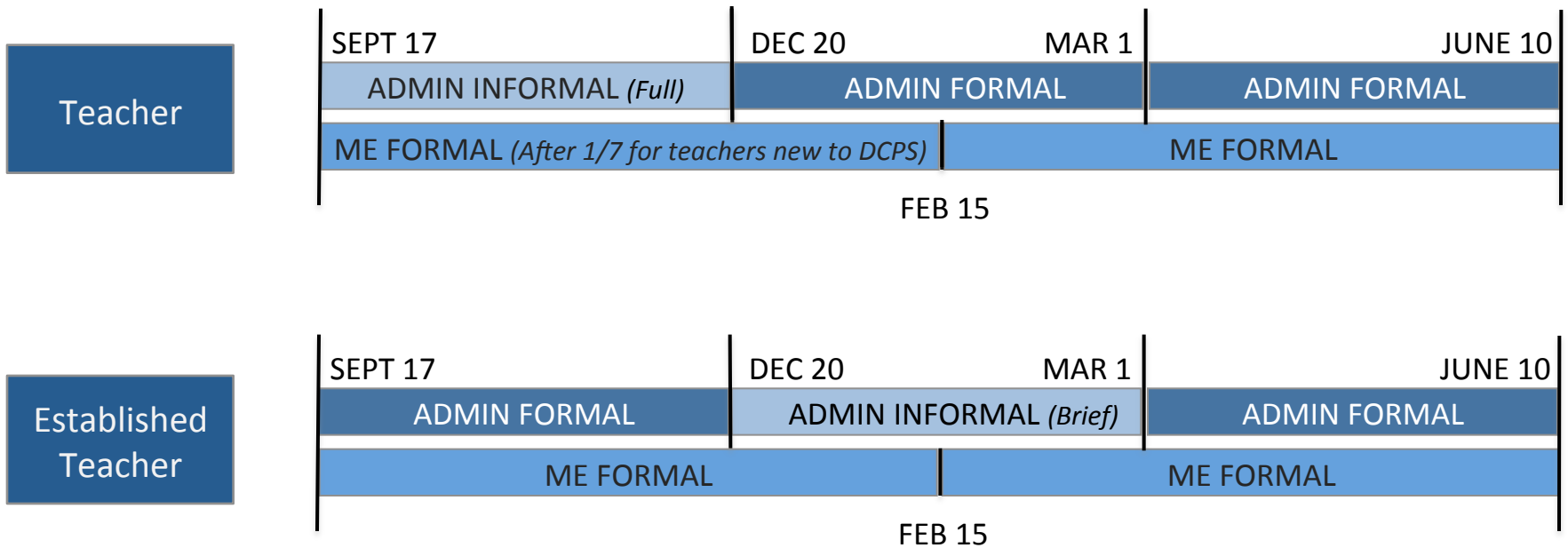
Component 3: Teaching and Learning Framework (TLF)

- The number, type, and date of **observations** is determined by your stage in our **teacher career ladder, LIFT**



LIFT STAGE	# OF FORMAL OBSERVATIONS	# OF REQUIRED INFORMAL OBSERVATIONS	TOTAL # OF OBSERVATIONS
Teacher	4	1	5
Established Teacher	4	1	5
Advanced Teacher	3-4	1	4-5
Distinguished Teacher	2-4	<i>Not required</i>	2-4
Expert Teacher	1-3	<i>Not required</i>	1-3

Component 3: Teaching and Learning Framework (TLF)

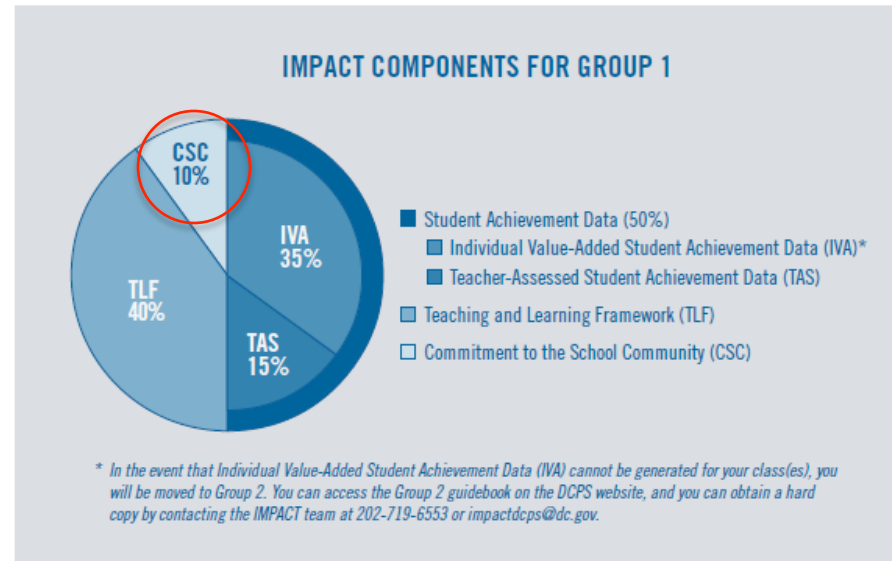


Component 3: Teaching and Learning Framework (TLF)

- Master Educators:
 - Total of 45 (approximately 1,500 applications from DCPS and around the country)
 - Go through an extensive 4-part application process
 - Receive 6 weeks of initial training, more throughout the year
 - Are subject-specific (not school-based)
 - Are full-time (Salary: \$92,000-\$97,000)
 - Conduct about 200 observations per year
 - Provide targeted professional development through post-observation conferences, subject area “inquiry groups,” new teacher visits, and other venues

Component 4: Commitment to School Community (CSC)

10%



Component 4: Commitment to School Community (CSC)

- **Standard 1:** Support of Local School Initiatives
- **Standard 2:** Support of Special Education and English Language Learner Teams
- **Standard 3:** High Expectations
- **Standard 4:** Partnership with Families
- **Standard 5:** Instructional Collaboration



Additional Component: Core Professionalism

■ Standards

- Attendance
- Tardiness
- Policies and procedures
- Respect



■ Ratings

- Meets Standard = No change in final score
- Slightly Below Standard = 10 point deduction
- Significantly Below Standard = 20 point deduction

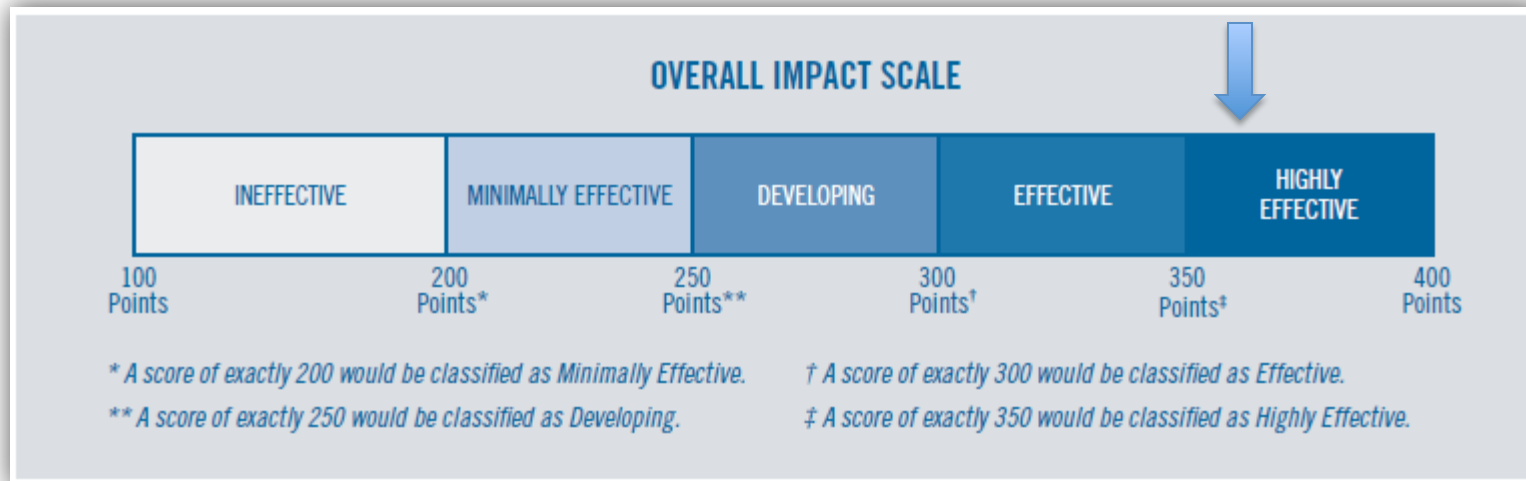
A key: Capturing all data in an online database that can be accessed by teachers, school administrators, and central office

The screenshot shows the IMPACT system login page. At the top left is the District of Columbia Public Schools logo. The title 'IMPACT' is prominently displayed in large blue letters, with the subtitle 'THE DCPS EFFECTIVENESS ASSESSMENT SYSTEM FOR SCHOOL-BASED PERSONNEL' below it. On the left, a text block describes IMPACT as a tool for DCPS school-based personnel, followed by a bulleted list of three benefits: understanding excellence, receiving feedback, and receiving support. On the right, a 'Log in to the IMPACT System' form is shown, featuring 'USERNAME' and 'PASSWORD' input fields and a 'Login' button. A red circle highlights the login form area. To the right of the form, instructions state: 'Please login using your entire dc.gov email address (normally firstname.lastname@dc.gov) as your username and your network/email password.' Below this, a note says: 'If your email or password is not recognized, please contact the IMPACT office at impactdcps@dc.gov or 202-719-6553 and let them know you cannot log into Quickbase.'

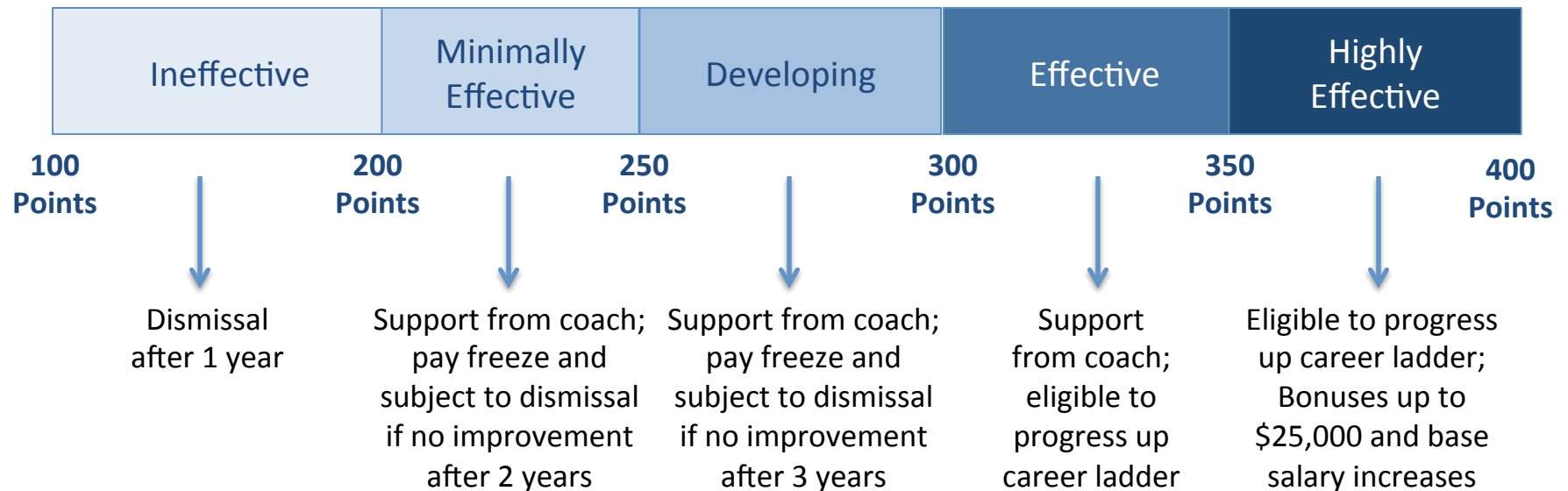
impactdcps.dc.gov

Overall IMPACT Scale

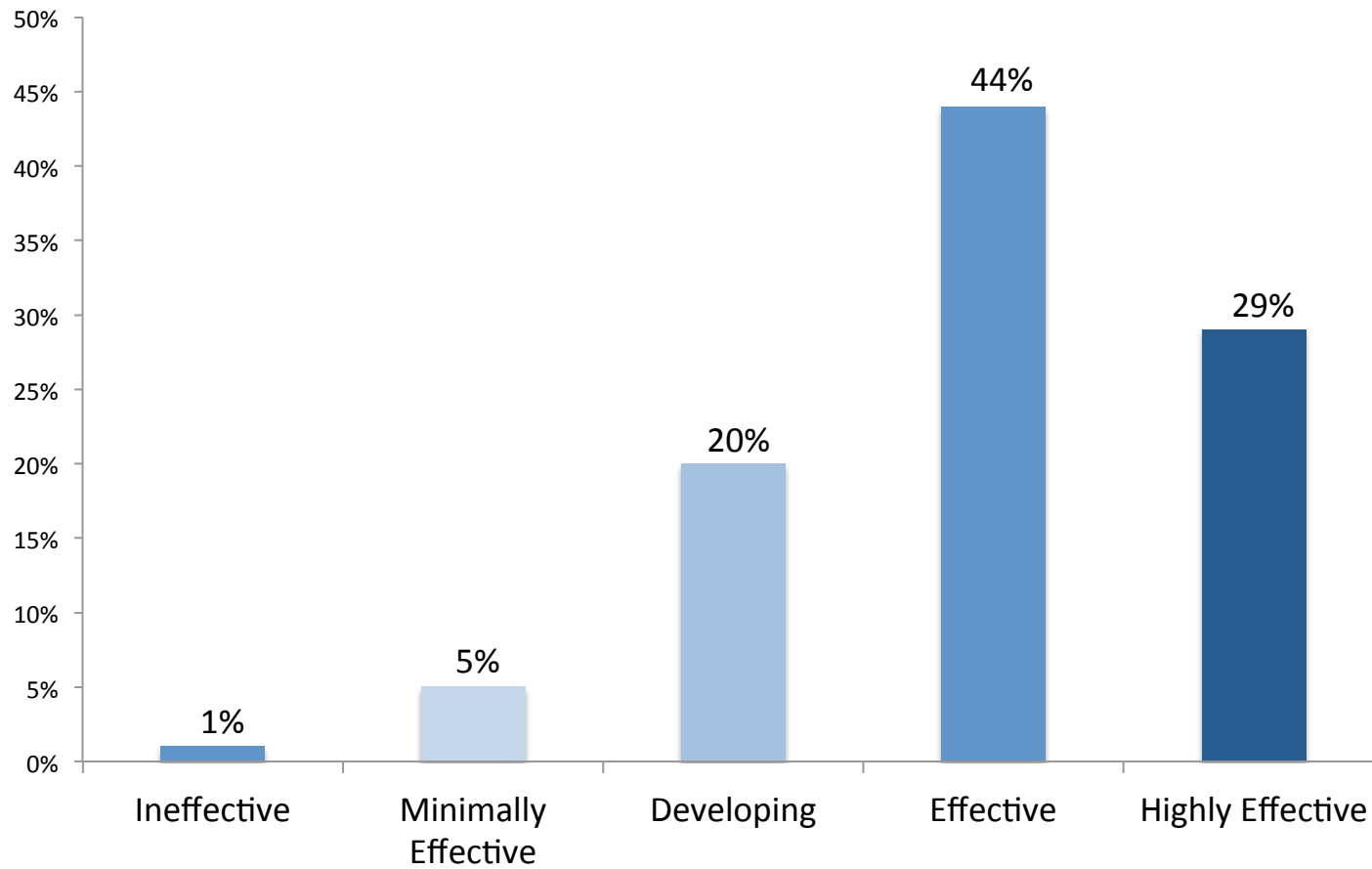
- Overall IMPACT Scale
 - 100 Points – 400 Points
 - Five Ratings: Ineffective, Minimally Effective, Developing, Effective, and Highly Effective.



IMPACT Ratings for Teachers and Support Staff



Score distribution: 2012-13

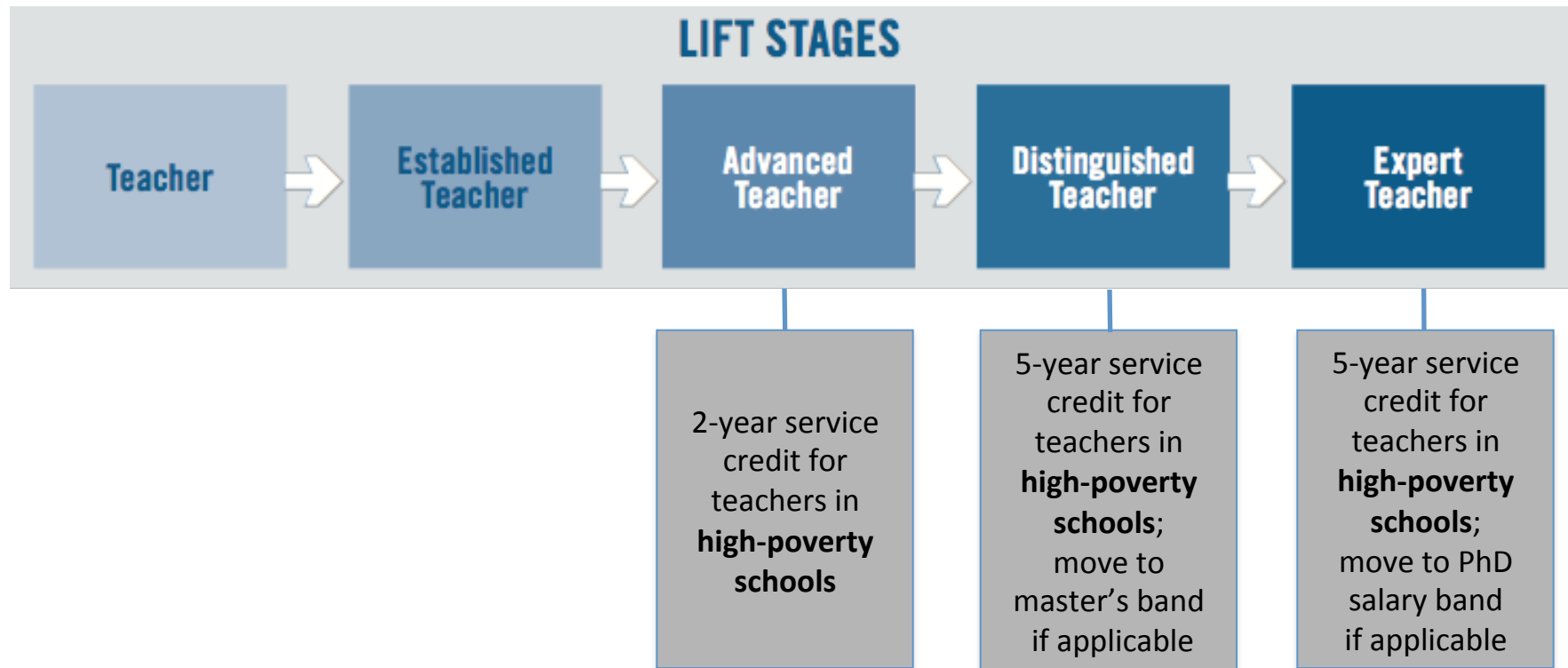


IMPACT*plus* Bonus Structure

- Our best teachers in our highest need schools are eligible for up to a \$25,000 annual bonus.

Your Position	Your IMPACT Rating	Your School's FRM Rate	Your Bonus	Group 1 Add-On	Target 40 Add-On	Your Total Possible Annual Bonus
Teacher	Highly Effective	60% or higher	\$10,000	\$5,000	\$10,000	\$25,000
		59% or lower	\$2,000	\$1,000	n/a	\$3,000
Instructional Coach	Highly Effective	60% or higher	\$10,000	n/a	\$10,000	\$20,000
		59% or lower	\$2,000	n/a	n/a	\$2,000
Other WTU Member	Highly Effective	60% or higher	\$2,000	n/a	n/a	\$2,000
		59% or lower	\$1,000	n/a	n/a	\$1,000

IMPACT*plus* Base Salary Increase Structure



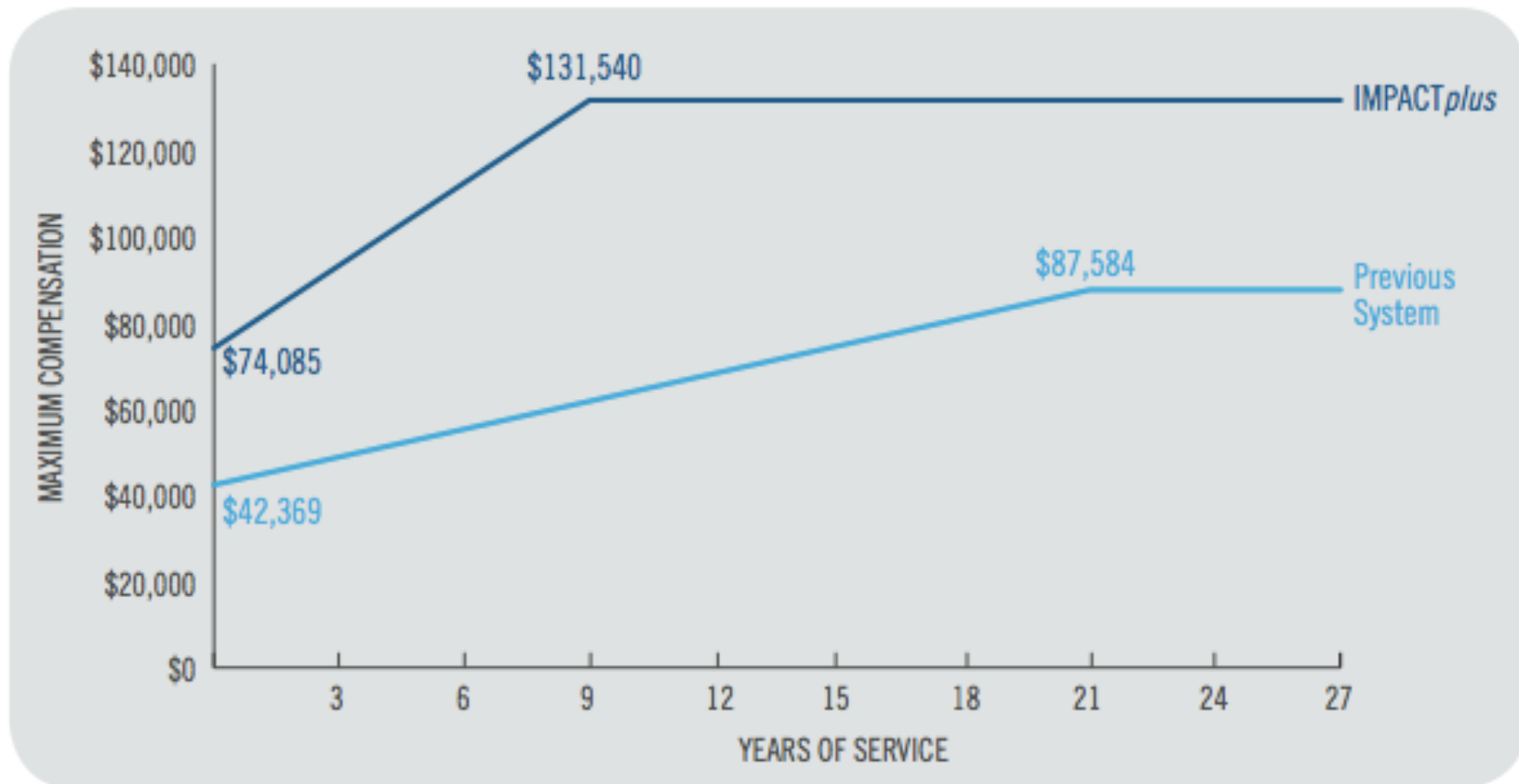
Example: Base salary increases

A teacher in her sixth year teaching who moves from the Advanced to the Distinguished stage will see a significant increase in compensation

FY 2012 Salary Scale			
	STEP 5	STEP 8	STEP 11
BACHELORS	\$56,655	\$63,517	\$70,891
BACHELORS + 15	\$59,087	\$65,957	\$73,325
BACHELORS + 30/MASTERS	\$63,611	\$72,171	\$81,335
MASTERS + 30	\$66,078	\$74,640	\$83,774
MASTERS + 60/PHD	\$68,537	\$77,101	\$86,236

Salary in sixth year of teaching

Our best teachers in our high-poverty schools have the potential to earn \$100,000 in salary and bonus by their fourth year



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- **Teacher retention and recognition, recruitment and selection, and leadership roles**
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Four key strategies for retaining our best teachers

LIFT: Leadership opportunities, differentiated IMPACT observations, additional compensation



Principal Retention: Training principals on strategies to retain Highly Effective teachers



Professional Development: Content PD, peer observations, online portal, new teacher support



Recognition: Excellence In Teaching Awards, fellowships and grants, high touch retention



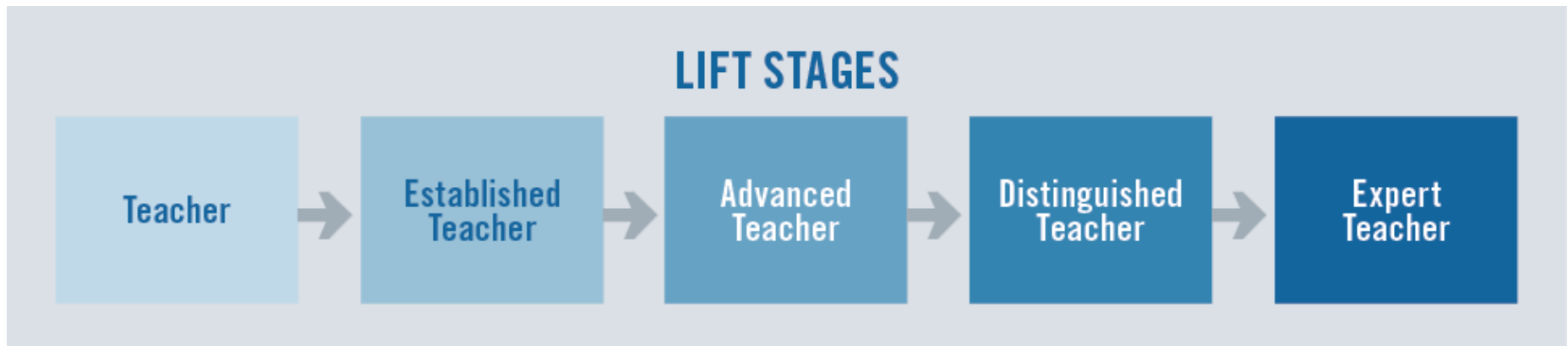
LIFT: DCPS's Teacher Career Ladder



The problem of teacher career paths

Traditionally, many teachers have found that the only way to advance in their careers is to leave the classroom.

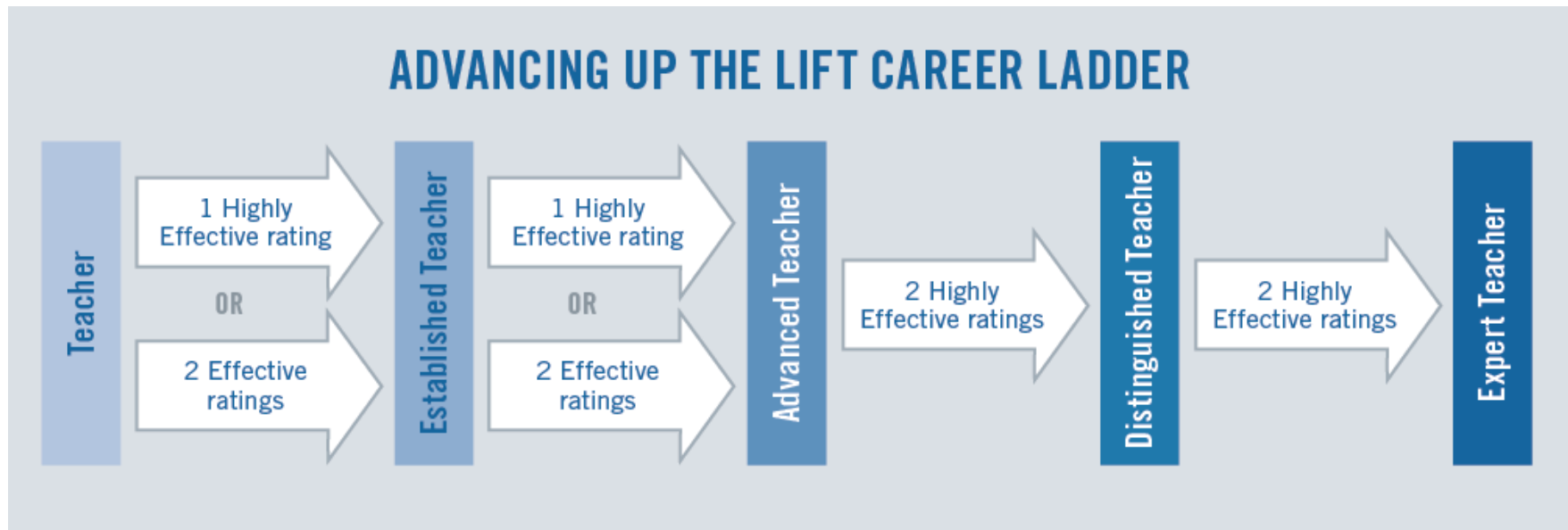
A Career Ladder In Five Stages



LIFT is about honoring teachers as professionals, and making DCPS a place where teachers, at any point in their careers, can continue to learn and grow in an environment where they are respected and appreciated.

Advancing up the LIFT ladder

Movement between the stages is based on annual performance on IMPACT



Three benefits as teachers move up the career ladder



Every teacher is given a LIFT guidebook, which includes a “course catalog” of leadership opportunities



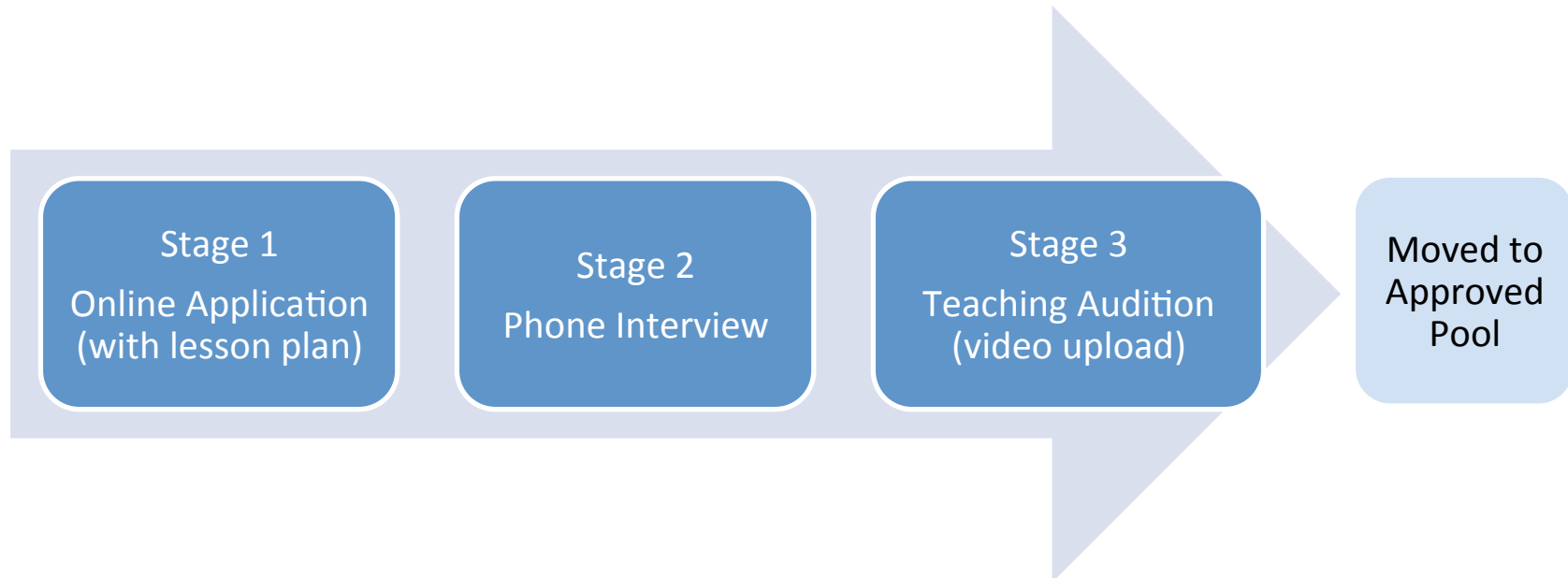
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Standing Ovation: An annual recognition gala for our best teachers



Our selection model is designed to focus on instructional skills and predict teacher performance in the classroom



- The online application includes a lesson plan so that candidates can be assessed on their ability to explain content clearly, check for understanding, and anticipate student misunderstandings
- Phone interviews are conducted by Teacher Selection Ambassadors, who are high-performing DCPS teachers in the candidate's content area, and include follow-up questions on the lesson plan
- Teaching auditions are evaluated based on a subset of our classroom observation standards
- High-potential candidates are identified at each stage of the process and are invited to submit additional evidence of effectiveness for consideration for the Capital Commitment Fellowship
- All three stages of the central process can be completed remotely, without requiring travel to DC until the school-based interviews, which improves our ability to attract candidates nationwide

Engaging in much more extensive teacher recruitment



www.joindcpublicschools.com

We're testing out new teacher leadership roles at seven schools in our Teacher Leadership Innovation (TLI) pilot

The ultimate goal for the TLI pilot is to design **innovative** and **financially sustainable** roles for teachers that leverage **time** and **talent** in new ways, with a dramatic impact on student achievement.

All TLI roles had to meet three design principles

Teacher leaders will:

1

Work directly with students for a significant part of the day

2

Lead other teachers as a coach, mentor, or supervisor

3

Focus on improving teacher practice in the classroom

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So is it working? Key findings from recent study by Stanford/UVA economists Thomas Dee and Jim Wyckoff

1

IMPACT causes teachers to improve.

2

DCPS is retaining its best teachers at very high rates.

3

IMPACT causes many low-performing teachers to leave on their own; those hired to replace them perform better.

Finding #1: IMPACT causes teachers to improve

“We find strong evidence that this system causes meaningful increases in teacher performance.”

- Professor James Wyckoff, Study Co-Author



+12.6

Minimally Effective teachers who scored below the Effective threshold **improved their performance** substantially – **12.6 IMPACT points** more than teachers who scored at or above the Effective threshold.



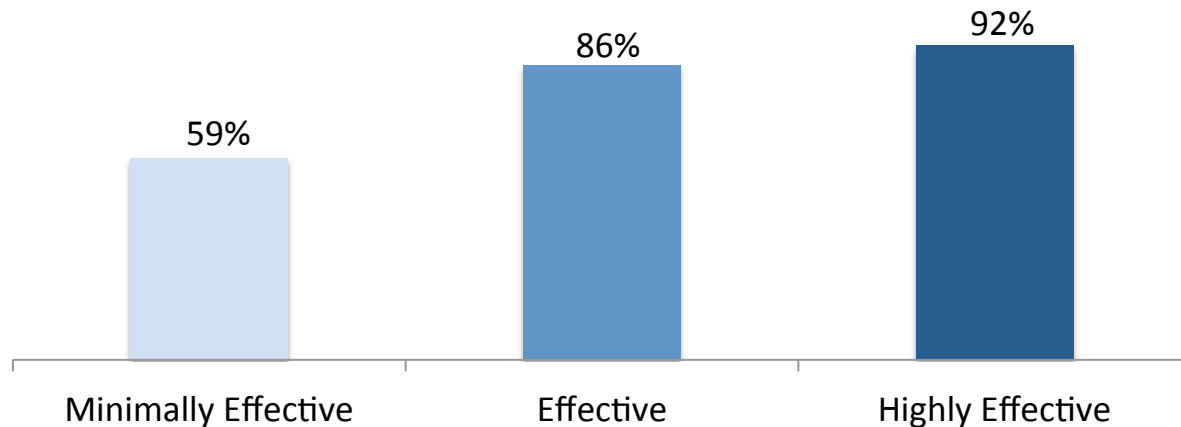
+10.9

Highly Effective teachers who were eligible for a permanent pay increase if they maintained their rating for a second consecutive year **improved their performance** by **10.9 IMPACT points**.

Finding #2: DCPS is retaining its best teachers at very high rates

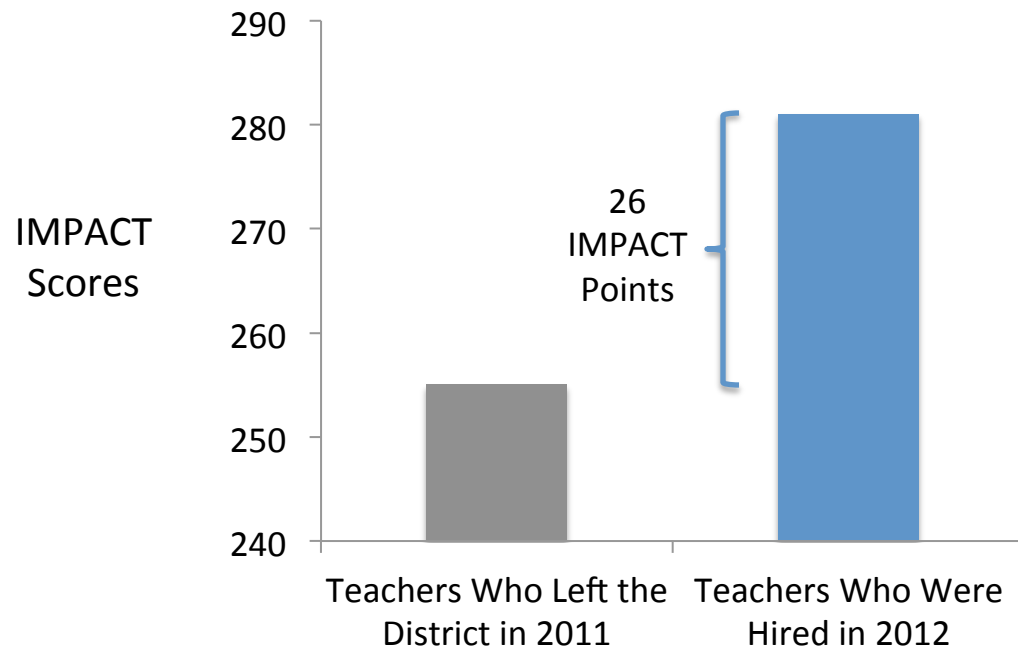
DCPS retained 92% of teachers who were rated Highly Effective. In contrast, only 59% of teachers rated Minimally Effective were retained.

% of Teachers Retained, 2010-11 and 2011-12



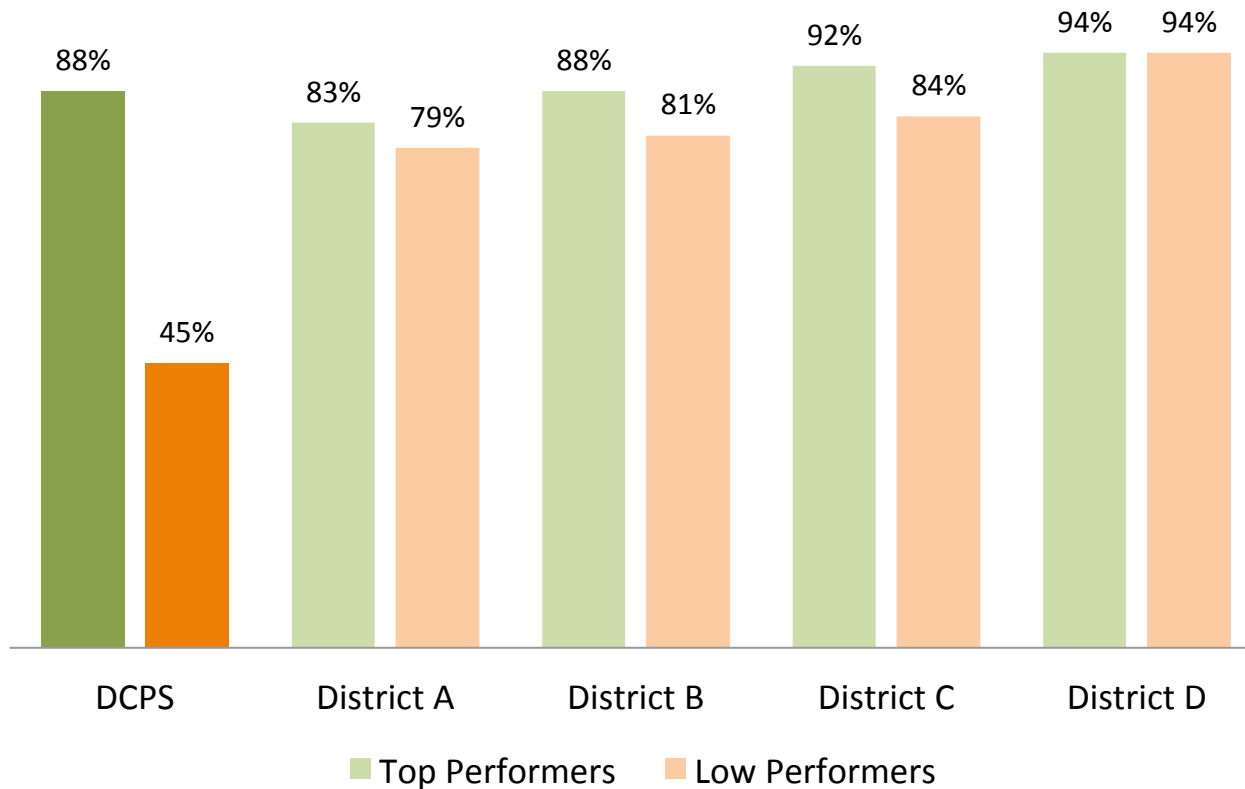
Finding #3: IMPACT causes many low-performing teachers to leave on their own; those hired to replace them perform better

Teachers hired in the 2011-2012 school year substantially outperformed those who left DCPS in 2010-2011.

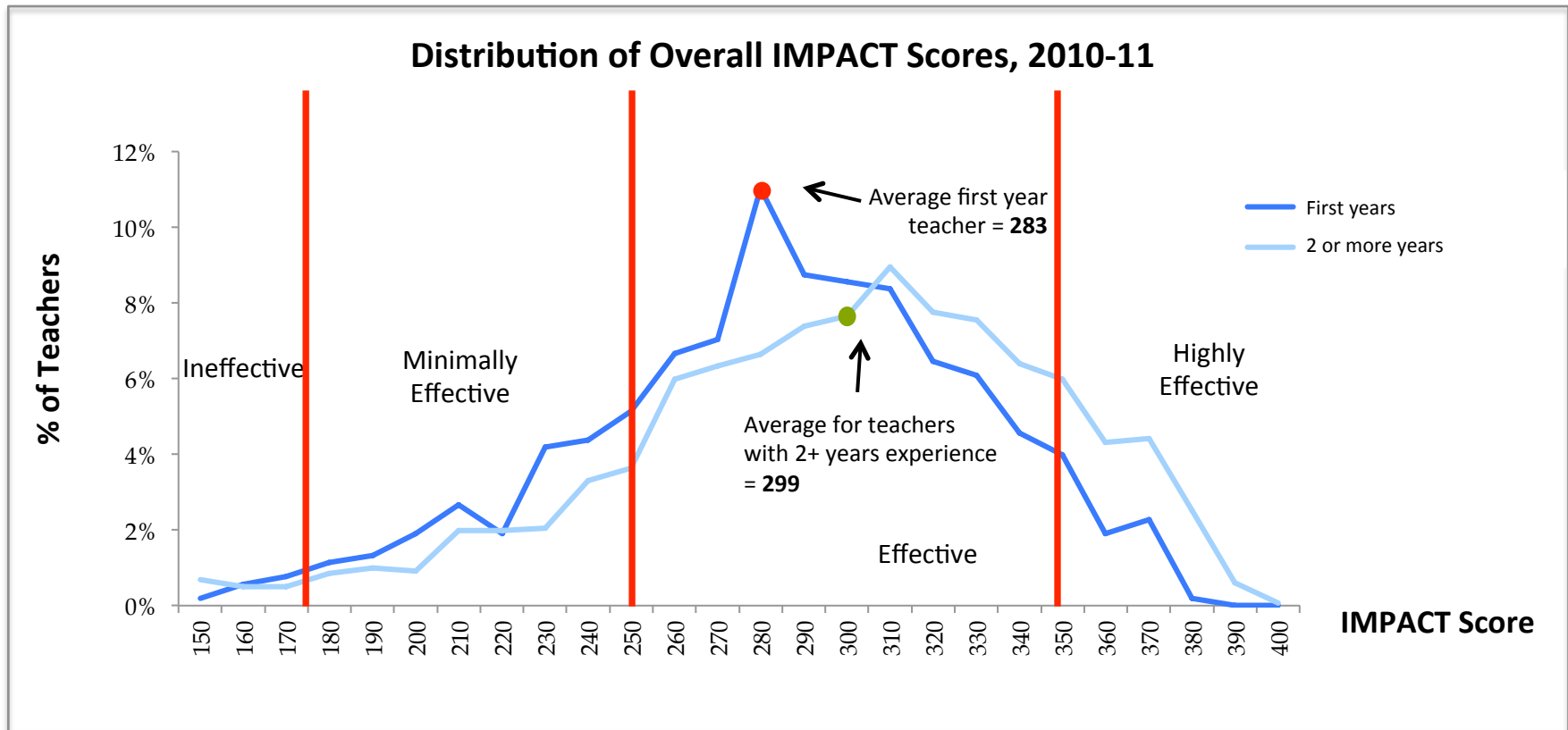


Key finding from TNTP's report *The Irreplaceables*: We have moved out dramatically more low performers without losing our best teachers

District Retention Rates by Teacher Performance



Lesson 1: Setting high expectations and collecting robust teacher performance data has been transformative for our district



Lesson 2: Implementation is everything

IMPACT Operations

6 Full-Time Staff Members



Operating Costs, SY 11-12

\$1.8 Million

Phone and Email Helplines

7.5 hours of phone calls
on a busy day

Trainings

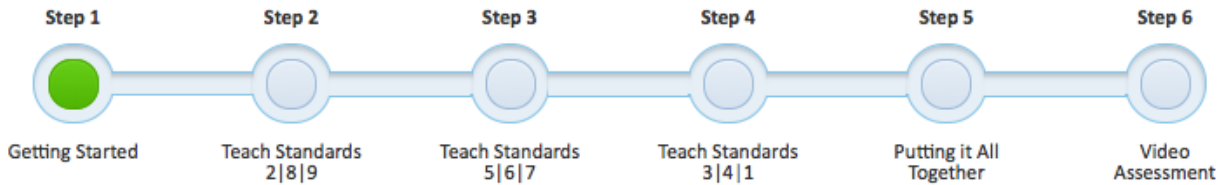
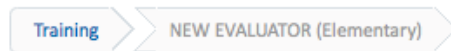
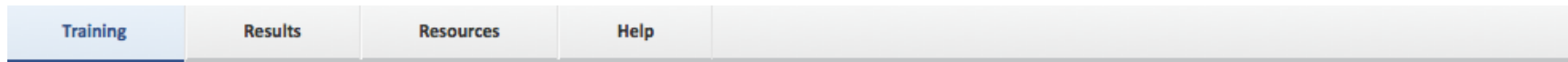
250 hours per year

Six levels of implementation

1. **Execution:** Are the observations happening?
2. **Fidelity:** Are the observations happening in the way they're supposed to?
3. **Reliability:** Are different observers rating teachers in the same way?
4. **Validity:** Are the observations measuring the right things?
5. **Legitimacy:** Do teachers think that the observations are fair?
6. **Development:** Are the observations improving teacher practice?



We've developed a fully online training platform for our evaluators



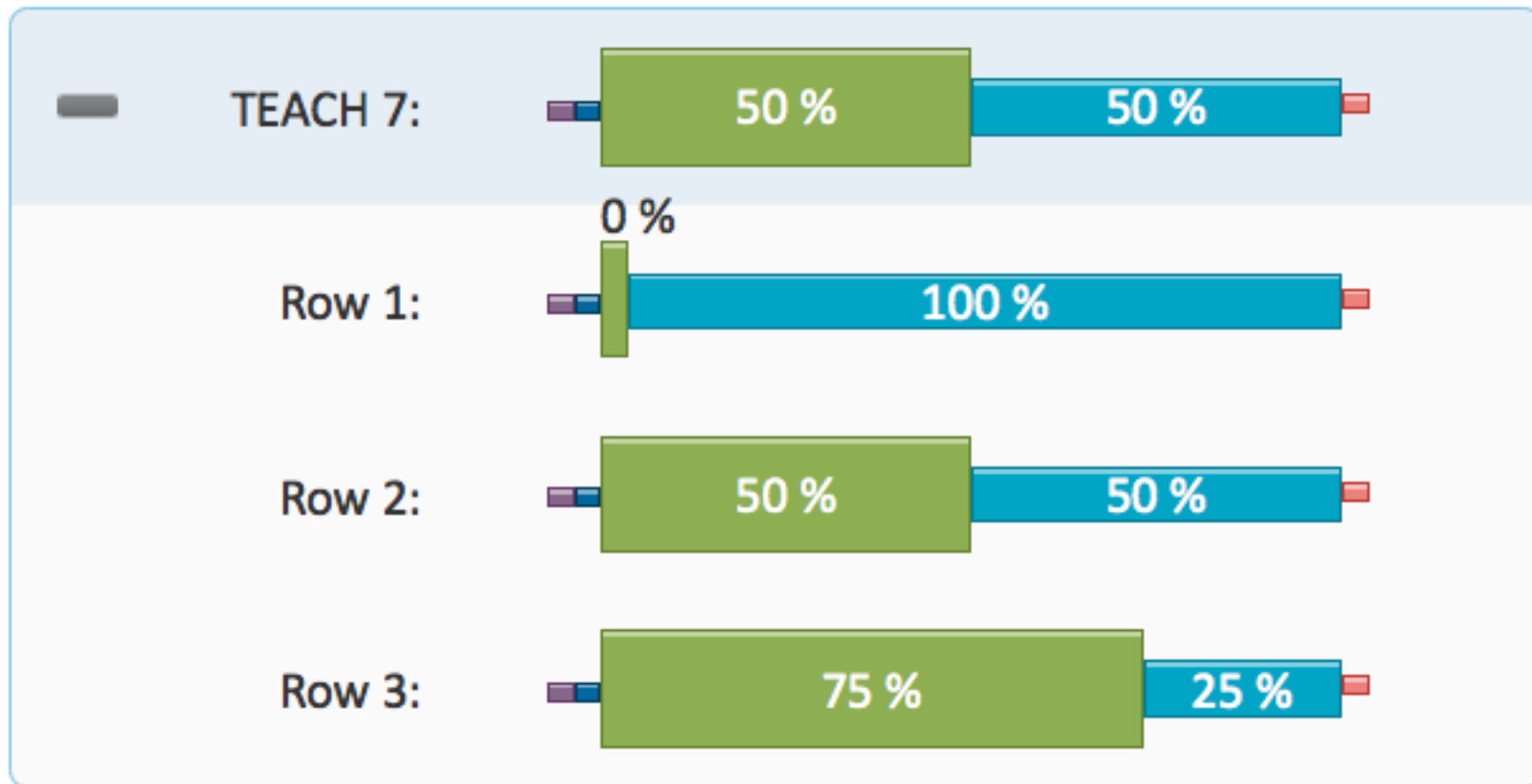
Getting Started

Getting Started	Intro to the Teaching & Learning Framework (TLF) (15 minutes)	Get Started
Evidence Collection Strategies (15 minutes)		

Teach Standards 2|8|9

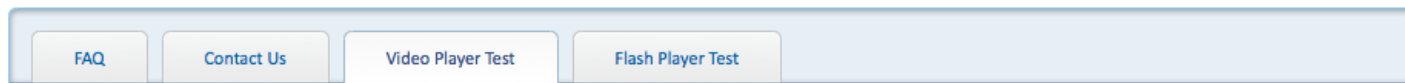
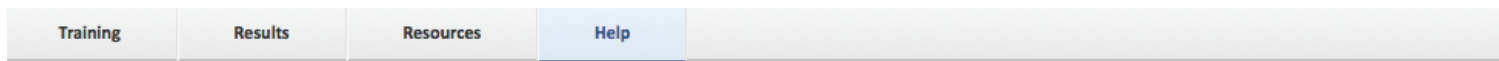


We can now monitor the reliability of our school administrators





We also now have a rich online library of videos for initial training, ongoing practice and calibration, and professional development



1. If you are not able to see the video above:

- Please ensure that you have the latest version of Microsoft Silverlight and the latest version of Firefox or Internet Explorer.
- If your computer requires the installation of Microsoft Silverlight or the appropriate browser, please contact your system administrator.

Lesson 3: Stakeholder input can only get you so far

Excerpted feedback from educators during IMPACT focus groups:

“I want someone other than my principal to observe me.”

“I don’t trust outsiders to observe me fairly.”

“Teamwork is really important.”

“I should only be evaluated on the things that I do.”

“Student achievement is the most important thing.”

“Student achievement shouldn’t be part of my evaluation.”

“I should get credit for coming to school at 6:00 a.m. and leaving at 6:00 p.m.”

“You can’t hold me accountable for anything beyond the contract.”

Lesson 4: These reforms are a radical change for teachers – and it takes some time for teachers to feel comfortable with them

“IMPACT is stressful. I never know when someone is going to walk into my classroom to evaluate me.”

– Elementary Teacher,
Murch ES

“Thank you so much for your kind words. The first few weeks of teaching have been a bit of a struggle as we talked about, so I really can't tell you how much I appreciated your suggestions for improvement and your candid advice. I'm looking forward to working with you more this year!”

- Special Education Teacher,
Columbia Heights EC

Next areas of focus

- Teacher professional development and support
- New teacher training
- Teacher leadership and the teacher role
- School leaders



Discussion

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