

Michigan's Educator Evaluations

Educator Evaluation Best Practices Conference

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Welcome!

- Inaugural Best Practices conference!
- Presentations from districts and organizations from around the state
- Special thanks
- Your evaluations are critically important!

Why Educator Evaluations?

- 1) Larger educational imperative:**
improve feedback to educators →
improve practice → improve student
achievement
- 2) Differentiated** and targeted
professional development for teachers.
- 3) Critical importance** of high-quality
staff in ensuring achievement for
students

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Why Educator Evaluations?

- 4) Federal:** national conversation
focused heavily on this issue
- 5) Legislative:** school reform laws
require annual educator
evaluation
- 6) Fiscal:** SFSF assurances

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Dispelling the Myths

- **Myth #1: *The purpose of this policy is to fire all the bad teachers.***
- **Reality:**
 - Goal is NOT to fire teachers
 - Provide timely and reasonable feedback
 - Develop goals and measure progress
 - Provide strategic PD
 - Help improve the overall education system.

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Dispelling the Myths

- **Myth #2: *The state will use only MEAP/MME data to evaluate me.***
- **Reality:**
 - The state will not generate evaluation labels for educators.
 - All evaluations are designed and conducted by local districts.

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Dispelling the Myths

- **Myth #3:** *“Growth data” can only be from state assessments.*
- **Reality:**
 - Growth data does not have to be from state assessments—can be from national or local.
 - Does not have to be “assessment” data only

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Dispelling the Myths

- **Myth #4:** *There can be no “human element” in evaluations now.*
- **Reality:**
 - Data should be a critical element, but not the only element.
 - We strongly encourage evaluation systems to include provisions for subjective information.

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Dispelling the Myths

- ***Myth #5: The state is going to tell us how to do this and they don't know what we do!***
- **Reality:**
 - The state is NOT going to tell you what to do with your evaluation system!

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Legislation

Michigan School Reform Law

Districts are required to conduct annual educator evaluations that include student growth as a significant factor.

State Fiscal Stabilization Fund (SFSF)

Districts are required to report the effectiveness label generated by these evaluations

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What are districts **REQUIRED** to do?

Michigan School Reform Law

- Conduct annual educator evaluations
- Include measures of student growth as a significant factor
- Locally determine the details of the educator evaluations, the consequences, and the timeline for implementation.

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What are districts **REQUIRED** to do?

- Tie educator effectiveness labels to decisions regarding promotion and retention of teachers and administrators, including tenure and certification decisions.
- Use a performance-based compensation method that evaluates performance based at least in part on student growth data
 - Growth data can include state-provided measures from assessment data AND locally determined measures

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State Fiscal Stabilization Fund

- Report an effectiveness label in the Registry of Educational Personnel (REP) during the end of year submission
 - 2011: Principals only (based on most recent evaluation)
 - 2012: All educators (based on annual evaluations)

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What are districts **encouraged** to do?

- Use the Framework for Educator Evaluations as a model for educator evaluations
- Identify ways to measure student growth and progress toward proficiency using internal measures and local data.

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Districts encouraged to:

- Include data from multiple sources as measures of educator effectiveness whenever possible.
- Collaborate to identify best practices for evaluation methods, metrics in currently non-assessed content areas and grades, and key data sources

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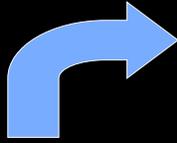
MDE is **required** to:

- Link student data with teacher of record beginning in 2010-11 (CEPI/MDE)
 - Districts will report “teacher of record” for each course a student takes; local decision
- Provide districts and schools with measures of student growth on state-assessments in reading and mathematics for each teacher (regardless of subject taught)

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Statewide Flow of Information: Educator Evaluations



Districts provide information on student courses and teacher of record (student/teacher link)

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MDE required to:

- Provide districts with measures of student proficiency in writing, science and social studies, and reading and mathematics for each teacher (regardless of subject taught)

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State-provided measures

For each educator, we will generate:

- Student growth in reading
- Student growth in math
- Percent of students proficient in math
- Percent of students proficient in reading
- Percent of students proficient in writing
- Percent of students proficient in science
- Percent of students proficient in social studies

Growth Data

- Achievement “growth” can be calculated only where a Grade 3-8 student has been tested in consecutive years (i.e. reading and Math).

Grade X MEAP Achievement		Grade X + 1 MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	M	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	M	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	M	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	M	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	M	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	M	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M

SD = Significant Decline
D = Decline

M = Maintaining

I = Improvement
SI = Significant Improvement

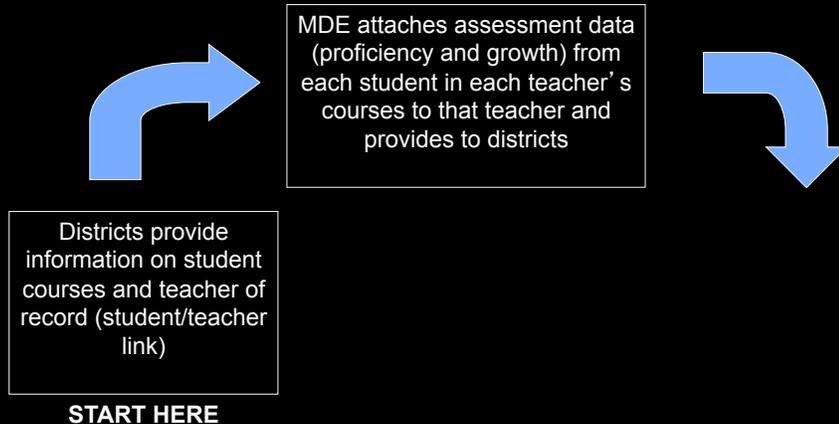
State-provided measures

- “Puzzle pieces” approach.
- Districts choose which “pieces” make sense in their local context.
- Generated for each educator, regardless of subject taught or type of position.

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Statewide Flow of Information: Educator Evaluations



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How assessment data will be provided

MDE will provide for each teacher:

- Student growth in reading
- Student growth in math
- Percent of students proficient in math
- Percent of students proficient in reading
- Percent of students proficient in writing
- Percent of students proficient in science
- Percent of students proficient in social studies

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Preliminary Draft Data Provided to District for Use in Evaluations

Student Roster for Each Teacher

Teacher: Sally Smith

Student Name	Student Proficiency Level					Student Growth	
	Math	Reading	Writing	Science	Social Studies	Math PLC	Reading PLC
Johnny Jones	NI	P	P	A	NP	Maintain	Decline
Carol Crawford	P	A	A	P	P	Improve	Sig Improve
Tammy Fay	PP	P	NI	P	PP	Sig Decline	Maintain

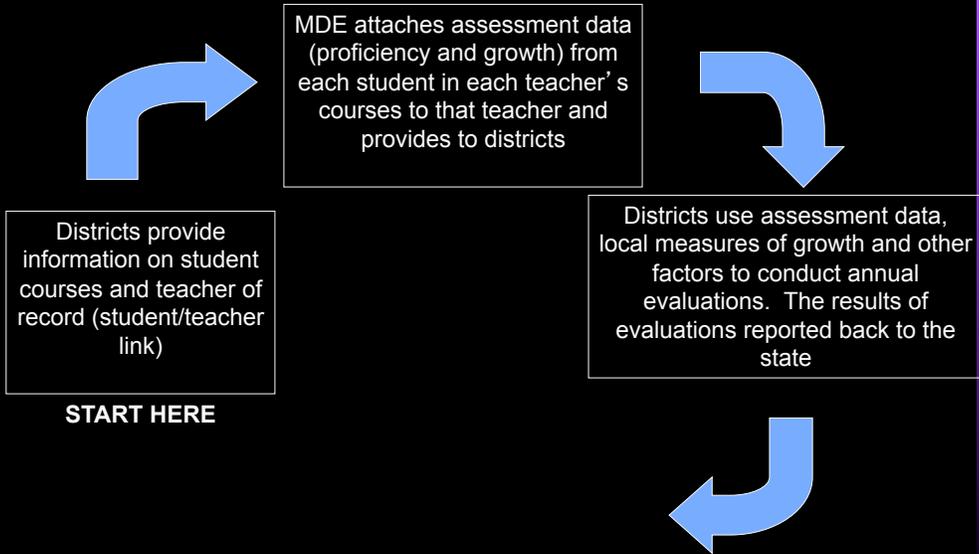
Districts will apply local rules regarding:

- Which data apply to which educator/role
- How to apply attendance rules
- Other locally determined elements of educator evaluation system

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Statewide Flow of Information: Educator Evaluations



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Final Step: Evaluations

- Districts conduct evaluations (locally bargained, determined, annual)

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Effectiveness Labels in REP

- Districts conduct local evaluations and give educators local ratings.
- Districts then crosswalk those local ratings to:
 - Framework for Educator Evaluation labels –OR–
 - SFSF Effectiveness Labels

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Labels: Framework for Ed Eval

- Framework for Educator Evaluation suggests four labels:
 - Exceeds Goals
 - Meets Goals
 - Progressing Toward Goals
 - Does Not Meet Goals

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Educator Effectiveness Labels

- If districts choose to report with Framework labels, MDE will crosswalk with SFSF labels

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Framework Labels	SFSF Labels
Exceeds goals	Highly effective
Meets goals OR Progressing toward goals	Effective
Does not meet goals	Ineffective

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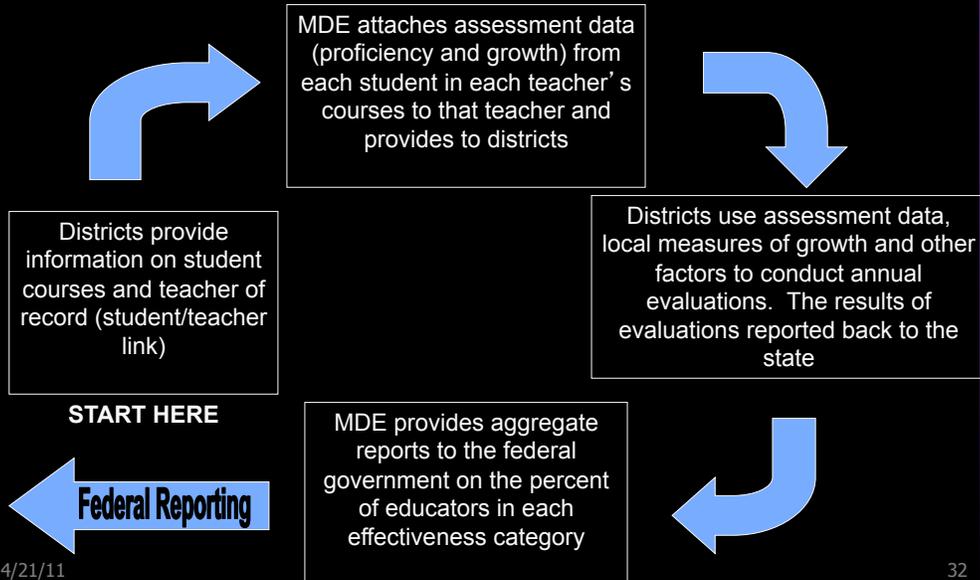
MDE required to:

- Report (with CEPI) the proportion of educators rated as highly effective, effective, and ineffective (SFSF/ARRA)
- Report (with CEPI) the factors used in educator evaluations and the proportion of evaluations which include student growth as significant factor.

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MDE support for evaluations

- Guidance and a “toolbox” of possible models and methods for including student growth data in an evaluation system.
- Convene referent groups to identify suggested metrics and methods for evaluating educators in non-assessed grades/content areas

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MDE support for evaluations

- Collaborate with external stakeholders who are developing models of evaluation systems, collective bargaining agreements, and best practices—assist in making findings available to districts and schools.

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MDE support for evaluations

- Methodological referent groups to discuss the use of state assessment data in “value-added models”
- Inventory of current practices around educator evaluations and share findings with stakeholders

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Timeline

- End of year 2011: Teacher/student data link available
- End of year 2011: Principal effectiveness ratings must be reported in REP (based on most recent evaluation)
 - Other administrators encouraged, but optional until 2012

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Timeline (cont' d)

- Early fall 2011: MDE provides measures to districts for all educators based on 2009-10 and 2010-11 data.
- Fall 2011-Spring 2012: Districts conduct educator evaluations as locally bargained/determined

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Timeline (cont' d)

- End of year 2012: Districts report effectiveness ratings for all administrators and teachers.

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Thank You and Enjoy Your Day!

- National TQ Presentation
- Breakout session #1
- Lunch
- Superintendent Mike Flanagan
- Breakout Session #2
- Breakout Session #3

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Conference Evaluations

- Please do not forget to complete your conference evaluation via email.
- This helps us to plan for future Best Practices conferences.

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Contact Information

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