

Educator Evaluations: Michigan in Context



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Session Topics

- National Conversations
- Educator Evaluations in Other Places
- Michigan's Early Approach
- How State Data Might be Used

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Headlines – Education Week

- New D.C. Evaluation Process Targets Hundreds for Firing
- Gates Takes a Risk on Teacher Evaluation
 - BILL GATES DESCRIBED HIS FOUNDATION'S RECENT \$335 MILLION INVESTMENT IN DEVELOPING EVALUATION SYSTEMS TO IMPROVE TEACHER EFFECTIVENESS AS A "HIGH RISK" INITIATIVE THAT COULD FAIL.
- Some Scholars Slam Value-Added for Teacher Accountability
- UFT to Sue to Prevent N.Y.C. Teacher-Rating Release
- Could Value-Added Save Teachers' Jobs?

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Headlines – Education Week

- No Effects Seen in NYC School-wide Pay Program
- Bill to End Tenure, Create Merit Pay Awaits Florida Governor's Signature
- New York City Advances Tenure Reform Tied to Scores
- Layoffs: Seniority vs. Effectiveness
- 'Churn, Ambivalence, Confusion' in Teacher Ed.?

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National Perspective - Issues

- Areas of Relative Agreement
 - Teachers effectiveness should be measured
 - Growth is better than status
 - Evaluations should be multi-faceted
 - Evaluations should focus on professional development
- Areas of Relative Contention
 - Best methodology (e.g., Value-Added or something else)
 - Stakes and Consequences
 - Weight
 - Cause & Effect

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National Perspective - Issues

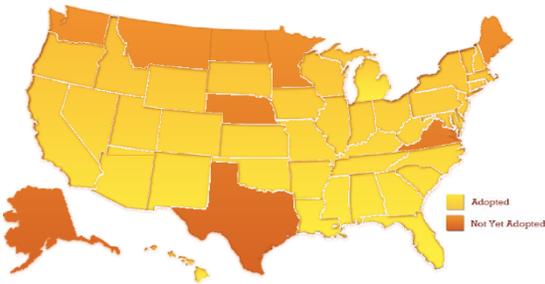
- Common Core State Standards
 - Adoption & Implementation
- Assessments based on the Common Core State Standards
 - Assessment Consortia

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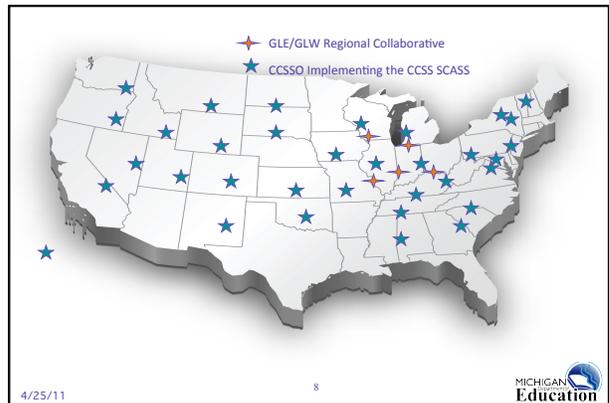


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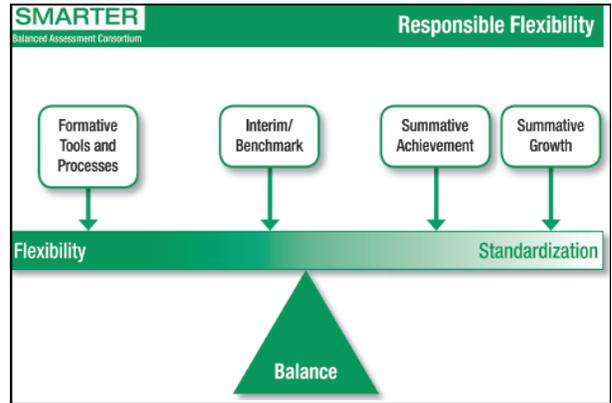
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National Perspective - Issues

- Race to the Top
 - 4.35 billion dollars to spur education reform
 - Winning entities are on aggressive timelines to build systems
 - Examples from 2 winners and 1 state like Michigan

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National Perspective – Example 1

- Tennessee – TVAAS
 - **First Implemented:** Planned for 2011-12 (but built on statewide value-added system that dates back to 1992)
 - **Subjects and grades tested by state accountability test:** Math, reading, science, and social studies in grades 3-8 (with math, reading, and science testing being optional in grades K-2).
 - **Subjects and grades tested by other standardized tests:** End-of-course exams given in Algebra I, Biology I, English I and II, and U.S. History.

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National Perspective – Example 1

- **Tennessee**
- **Evaluation measures for teachers in tested subjects and grades:**
 - 50% principal observation
 - 35% individual teacher value-added scores
 - 15% student performance on other tests yet to be developed
- **Evaluation measures for teachers in nontested subjects or grades**
 - The value-added component may be based on schoolwide academic growth, but this is still being decided.

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National Perspective – Example 1

- **Tennessee**
- Highlight and reward schools, teachers and principals based on TVAAS
- **Data System Story**
 - Tennessee Dept of Education & Memphis Public Schools

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National Perspective – Example 2

- **Washington D.C.**
 - IMPACT System
- **[Video: DCPS Parent Chat: IMPACT](#)**

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National Perspective – Example 2

- **Washington D.C.**
- First Implemented: 2009-10
- Subjects and grades tested by state accountability test:
 - Math and reading in grades 3-8
 - Science in grades 5 and 8
 - Biology I
- Evaluation measures for teachers in tested subjects and grades:
 - 35% administrator or master educator observations
 - 50% individual teacher value-added scores
 - 5% schoolwide value-added
 - Attendance and punctuality can also be considered

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National Perspective – Example 2

- **Washington D.C.**
- Evaluation measures for teachers in nontested subjects or grades
- 75% administrator or master educator observations
- 10% student growth on a teacher-chosen measure
- 10% commitment to the school community
- Attendance and punctuality can also be considered

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Who is in Group 11?

Group 11 consists of all school-based social workers and psychologists.

What are the IMPACT components for members of Group 11?

There are four IMPACT components for members of Group 11. Each is explained in greater detail in the following sections of this guidebook.

- **School-Based Social Worker and Psychologist Standards (SWP)** — These standards define excellence for school-based social workers and psychologists in DCPS. They make up 80% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.



National Perspective – Example 2

- **Washington D.C.**
- LEADERS IN THE DISTRICT OF COLUMBIA TODAY ANNOUNCED DETAILS OF THE PERFORMANCE-BASED-PAY PROGRAM ENSHRINED IN ITS RECENTLY INKED CONTRACT. UNDER THE SYSTEM, DEEMED "IMPACTPLUS,"—A REFERENCE TO THE **IMPACT** TEACHER-EVALUATION SYSTEM UPON WHICH THE PAY DECISIONS WILL BE MADE —TEACHERS DEEMED "HIGHLY EFFECTIVE" STAND TO EARN ANNUAL BONUSES OF UP TO \$25,000.
- IN ADDITION TO THESE ONE-OFF BONUSES, TEACHERS WILL HAVE THE OPPORTUNITY TO QUALIFY FOR PERMANENT BASE-PAY RAISES AS WELL.

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National Perspective – Example 3

- **Colorado**
- **Legislation on Educator Effectiveness**
- "TO ENSURE THAT ALL LICENSED PERSONNEL ARE: (1) EVALUATED USING MULTIPLE FAIR, TRANSPARENT, TIMELY, RIGOROUS, AND VALID METHODS, AT LEAST FIFTY PERCENT OF WHICH EVALUATION IS DETERMINED BY THE ACADEMIC GROWTH OF THEIR STUDENTS;"

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National Perspective – Example 3

- **Colorado**
 - State Council for Educator Effectiveness
 - April 13, 2011 Report and Recommendations submitted to the State Board of Education
 - 177 pages; available at www.cde.state.co.us/EducatorEffectiveness

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National Perspective – Example 3

- **Colorado**
 - June 2010-February 2011 — the [State Council for Educator Effectiveness](#) develops proposed recommendations.
 - February-March 2011 — the Council hears stakeholder input on the draft recommendations
 - April 2011 — the Council submits final recommendations to the SBE.
 - August 2011 — all school districts will receive guidance; The CDE will begin a pilot phase
 - November 2011 — SBE adopts rules for a new statewide evaluation system.

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National Perspective – Example 3

- **Colorado**
 - November 2011 — CDE shares a resource bank of assessments, processes, tools and policies school districts can use to improve their evaluation system.
 - February 2012 — state legislators review the state board's rules, and approve or veto individual rules.
 - May 2012 — the state board of education adopts emergency rules if the legislature repeals any provisions during its 2012 legislative session and re-submits to the legislature for review.
 - August 2013 — the new evaluation system is implemented in all school districts.
 - 2016 — the first year performance evaluations will result in teachers earning or losing non-probationary status.

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Additional Contextual Factors

- Unprecedented education reform conversations
 - International comparisons
 - Economy
- Possibly unprecedented number of new new governors, legislators, chiefs
- The temptation of maturing data systems
- Awareness of the stakes
- Education research community

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Things to Consider



Designing an Evaluation System: Ideas for Integrating Data (A Thought Exercise)

Important Disclaimer!!!

- None of the ideas on the following slides are “suggested” ideas or “endorsed” plans from MDE
- They are meant as a thought exercise to demonstrate how one *might* think about developing evaluations

What kind of data can we use?

- First step: identify goals for each educator, each team, the school, etc.
 - Use School Improvement Plan and other planning tools.
 - Use Comprehensive Needs Assessment

What kind of data can we use?

- Second step: *Identify* reasonable measures of how you will know those goals are met.
 - Do not need to limit to state assessment data.
 - Do not need to limit to *assessment data*.

Example #1: Student Achievement

Goal: Students will have high achievement.

Specific goals (ask: where are we now and where do we need to get?)

- Currently, 10% of students proficient. Goal—25% of students proficient.
- How will we know?
 - State assessments
 - National benchmark assessment that we administer 3 times a year.
 - Common assessments district-wide.

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Example #2: Student growth

Goal: Students will demonstrate growth in math and reading.

Specific Goal: How much growth?

- For students not previously proficient, 50% will demonstrate growth toward proficiency.
- For previously proficient students, 25% will either grow or maintain.
- Measures: state assessments, national assessments.

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Example #3: Growth in a non-content skill

Goal: Students will demonstrate an increase in critical thinking skills.

Specific Goal: [Define a goal based on your curriculum, etc.]

Measures: Writing assessments that focus on critical thinking; self-designed content assessments that also span the higher-order thinking skills.

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Example #4: Special Education Teacher

Goal: Students will make progress toward IEP goals.

Specific Goal: All students will demonstrate satisfactory progress toward at least one IEP goal. 30% of students will complete an IEP goal and identify a new goal.

Measures: IEP goals, measures of IEP goals

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Example #5: Teacher-based outcome

Goal: Teacher will improve classroom management strategies.

Specific Goal: [identify one to four specific strategies the teacher needs to utilize more]

Measures: Classroom observation using a rubric; teacher self-assessment; student survey.

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Example #6: Student Engagement

Goal: Students will be more engaged in school and learning at the end of the year.

Specific Goal: All students will demonstrate increased engagement; 50% will demonstrate significant engagement.

Measures: Student Perceptions Survey (METS study); student interviews; student observations.

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Example #7: Non-assessed content area

Goal: Students will increase performance ability in band.

Specific goal: More students will perform publicly; concerts will improve

Measures: Number of students who perform in public settings; ratings of concerts at band festivals; audience surveys at band concerts.

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Assessments to Consider

- State-based assessments
- Nationally-normed assessments (DIBELS, ITBS, NCEA assessments)
- Locally developed assessments
- EXPLORE and PLAN (related to ACT for high school growth)
- Other? Brainstorm!!

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Developing Own Assessments

- Use good assessment development practices.
- Use Formative Assessment PD tools.
- Try to pilot and revise before using full-scale.
- Use as one piece of the puzzle, not the whole puzzle.

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Other Possible Measures of Academic Growth

- Student portfolio assessment
- Student writing samples
- Student self-report and perceptions
- Student grades
- Others? Brainstorm!

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Other Possible Measures of Growth (non-academic)

- Student engagement
- Student expectations
- Critical thinking skills
- Community involvement (good citizen)
- Organizational skills
- Performance criteria
- Other? Brainstorm!

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Cautions With New Measures

- Developing measures and instruments can be tricky.
- Ask “what am I trying to measure with this question?” for each element.
- Need clear language and precise definitions.
- Don't overestimate the power of these instruments.

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General Suggested Guiding Principles

- Start with defining goals, and be specific.
- Think creatively about what measures are most useful.
- Do not select only one measure of any goal. Multiple measures creates a better picture.
- Standardize the process so that it is fair to all.
- Don't be afraid to ask for help!

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