

Evaluation:

A Survey of Approaches used to Evaluate Educators in Non-Tested Grades and Subjects; Katie Buckley, Harvard University, and Scott Marion, National Center for the Improvement of Educational Assessment

Website:

<http://www.nciea.org/publications/Summary%20of%20Approaches%20for%20non-tested%20gradesKBSM2011.pdf>

BRIEF SUMMARY:

This report discusses approaches for evaluating teachers for non-tested grades and subjects. It provides analysis of what many states are doing to implement Student Growth Measures as a part of evaluations. The authors highlight four different tools for measuring student performance and four methods for using student performance data to evaluate teacher performance. There is a brief analysis of the advantages and challenges of using each tool/method, as well as detailing which states are using them.

- The four tools for measuring student performance discussed are:
 - Externally created *norm-referenced tests* (NRT)
 - Externally created *interim assessments*
 - National, State, or District administered *end-of-course exams*
 - *School/teacher-developed measures*
- The four methods for using student performance data in teacher evaluations discussed are:
 - Value-Added models
 - Conditional Growth models
 - Collective measures (school-wide growth)
 - SLO's

Approaches and Considerations for Incorporating Student Performance Results From “Non-Tested” Grades and Subjects Into Educator Effectiveness Determinations; Scott Marion, National Center for the Improvement of Educational Assessment, and Katie Buckley, Harvard University

Website:

http://www.nciea.org/publications/Considerations%20for%20non-tested%20grades_SMKB2011.pdf

BRIEF SUMMARY:

This paper is designed to help policymakers and accountability professionals wrestle with the challenges of using student performance information as a component of educator evaluations when yearly state standardized tests are not available. We first present a brief overview of potential measurement tools (*creating/selecting new tests, interim assessments, classroom/related assessments*) and analytic approaches (*growth models, value-added models, conditional status models, student growth percentiles, school-wide attribution, and SLO's*) for non-tested subjects and grades followed by a discussion of some technical challenges inherent in these tools and approaches.

Based on this discussion, the authors offer recommendations for how states may proceed with creating educator effectiveness systems given the technical challenges that exist. They recommend that states 1) *apply a theory of action* to their educator effectiveness system to illuminate those approaches that might be fraught with the greatest challenges and those that might have the most potential in measuring educator effectiveness, and 2) *consider broadening student learning objectives as a framework* for incorporating student performance information in educator evaluations.

New York State Department of Education RttT website

Website:

<http://usny.nysed.gov/rttt/teachers-leaders/assessments/home.html>

BRIEF SUMMARY:

This is New York's webpage for assessments in teacher evaluation. This page primarily explains which assessments can be used to measure *student growth* and which assessments can be used for *locally selected measures of student learning* in teacher and principal evaluation. It also specifies the requirements for both components.

Evaluating Teacher Effectiveness, Laura Goe

Website:

http://www.tgsource.org/presentationsFromField/pdfs/PresentationToOhioEducationAssociation_January_25_2011.pdf

BRIEF SUMMARY:

Slideshow from Laura Goe presented Jan 25, 2011. This presentation focused on what it means to be an effective teacher. Several definitions are mentioned, as well as the lack of definition in much of the research on this issue. The different ways to measure a teacher's effectiveness are discussed including value-added/growth models. A following section discusses the pros and cons of such models. The issue of evaluations without an in-person evaluator is mentioned, and the presentation finishes with examples of several teacher evaluation models- both the framework for the model and an explanation of how teachers are evaluated.

January 11, 2011, Statewide Systems of Teacher Evaluation Webinar

Website:

<http://scee.groupsie.com/uploads/files/x/000/050/7ea/Goe-Jan-SCEE-Webinar.pptx?1295454130>

BRIEF SUMMARY:

Statewide Teacher Evaluation Systems PPT from Jan 11, 2011. This webinar was held for the 31 states that comprise the State Consortium on Educator Effectiveness (SCEE). There is a pole taken concerning states and teacher evaluation systems. After that, the webinar covers the slides on Evaluating Teacher Effectiveness (covered above) including a few inserted slides connecting the information for the slides with the circumstances of the states that participated in the webinar.

Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems

Website:

http://www.cse.ucla.edu/products/policy/shortTermGrowthMeasures_v6.pdf

BRIEF SUMMARY:

This report looks at how to make sure student growth assessments accurately reflect teacher performance. After a discussion of the purpose of this new approach to teacher evaluation, there is a table, Propositions and Claims Critical to the Validity Evaluation, which provides the methodology and ways to confirm if the assessment has appropriate expectations, accurately measures student growth/learning, are fair, can be compared from class to class, etc., which is found on page 5 of the report.

The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (2010-2011)

Website:

<http://dc.gov/dcps/files/downloads/teaching%20&%20learning/impact/impact%20guidebooks%202010-2011/dcps-impact-group2-guidebook-august-2010.pdf>

BRIEF SUMMARY:

Washington DC's IMPACT teacher evaluation system guidebook for Group 2 (non-tested subjects and grades). Teachers will be assessed on instructional expertise (75%), student achievement data (10%), commitment to the school community (10%), and value-added student achievement data (5%). Focusing on pages 36-39, information on Teacher Assessed Student Achievement Data (TAS) and how to use assessments to evaluate student growth.

The rubric of the different levels for teachers based on student achievement data (page 38-39).

Student Growth Measures, Ohio Legislative Summary, Updated July 1, 2011

Website: N/A

BRIEF SUMMARY:

This Chart summarizes legislation and responsibilities for HB1, RttT, SB5, and HB153. It is a high-level chart providing basic summaries describing the basic requirements of each bill including information on the timeline for implementation for SB5 and HB153. This chart was last updated July 1, 2011.

New York State Education Department- Guidance on the New York State District-wide Growth Goal Setting Process: Student Learning Objectives

Website:

<http://www.nassauboces.org/cms/lib5/NY18000988/Centricity/ModuleInstance/1734/slo-guidance.pdf>

BRIEF SUMMARY:

This is New York's guidance document on SLO's. This document was revised in March of 2012, and is a comprehensive explanation of SLOs for the state of New York. A portion of the

document containing information covered in the road map for SLOs (covered above). Additional information explains how SLO's can meet the requirement for comparability of students in measuring student growth (pg.14), the rating system for growth measures (pgs. 15-17), how to generate a score for a teacher when using multiple SLOs (pg. 18), and a plethora of SLO scoring examples (pgs. 23-36). The document outline is provided below:

- SECTION ONE: BACKGROUND AND BASICS
- SECTION TWO: SLO RULES AND CONSIDERATIONS FOR COMPARABLE GROWTH MEASURES
- SECTION THREE: SCORING SLOs AND DETERMINING FINAL RATINGS FOR COMPARABLE GROWTH MEASURES
- SECTION FOUR: MAJOR DISTRICT STEPS TO PLAN AND IMPLEMENT SLOs AS COMPARABLE GROWTH MEASURES
- SECTION FIVE: SLOs AS AN OPTION FOR LOCALLY-SELECTED MEASURES OF STUDENT ACHIEVEMENT
- SECTION SIX: "PUTTING IT ALL TOGETHER": SAMPLE SLO SCORING MODELS FOR COMPARABLE GROWTH MEASURES.
- SECTION SEVEN: APPENDIX

Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer- RTT TA Network

Website:

http://www.swcompcenter.org/educator_effectiveness2/NTS_PRIMER_FINAL.pdf

BRIEF SUMMARY:

This report from the Race to the Top Network identifies three approaches to the challenge of measuring student achievement in non-tested areas. These approaches can be combined or altered for specific circumstances. The three approaches are: Student Learning Objectives (SLOs), Other Assessments, and Collective Performance Measures. The difference

between the methods is how targeted the assessment is to a single teacher/classroom, how easy it is to adapt the assessment to different courses, and how much time and effort it takes to develop and implement the assessment.

There are several factors that should be considered when considering which type of assessment to use. This report identified 5 of them (policy requirements, timelines, assessment options, actions driven by assessment information, and data use parameters).

Included in the report are two tables. The first identifies the advantages and challenges of each approach and also names examples where each approach is used. The second table provides a description of examples where each approach is used in the field. These tables are helpful in comparing the strengths and weaknesses of each.

Battelle for Kids

Website:

<http://www.battelleforkids.org/Services.html?sflang=en>

BRIEF SUMMARY:

Battelle for Kids site with information, presentations, and documents on value added, formative instruction, teacher evaluation, student growth measures and student learning objectives gathered from partnering with state departments of education, school districts and education-focused organizations to advance strategies for improving teaching effectiveness and student progress.

Specifically, under the Services tab there are webpages for teacher effectiveness and value-added. These pages provide links to reports and pdf documents that provide a lot of information that is worth looking at. Below are several of the documents:

- **Selecting Growth Measures: A Guide for Educational Leaders.**

- This document addressed 7 key considerations: Uses for growth models, inputs for analysis, measurement error, results, training/support, experience/capacity, and costs.
- Value-Added Primer
 - This is a shorter document explaining the merits of value-added analysis.
- The Importance of Accurately Linking Instruction to Students to Determine Teacher Effectiveness
 - This document provides insight into the challenges and importance of correctly using student performance/growth data to evaluate teachers.