Toward an Improvement-Focused System of Educator Evaluation

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MERA Conference

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Background on MCEE

- Established in June 2011 as part of Michigan's teacher tenure reform efforts (PA 102 of 2011).

- Council members were appointed in September 2011.

- Legislature appropriated funding in mid-December 2011.

- The MCEE is a temporary commission with a life of no more than two years.

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Membership of MCEE

- **Deborah Loewenberg Ball** (chair)
  Dean, University of Michigan School of Education
- **Jennifer Hammond**
  Principal, Grand Blanc High School
- **Joseph Martineau** (non-voting member)
  Executive director, Bureau of Assessment and Accountability, Michigan Department of Education
- **Mark Reckase**
  Professor, Michigan State University
- **Nicholas Sheltrown**
  Director of measurement, research, and accountability, National Heritage Academies
- **David Vensel**
  Principal, Jefferson High School (Monroe, MI)

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MCEE Charge

The MCEE will submit to the State Board of Education, the Governor, and the state legislature a report that identifies and recommends all of the following:

1. A **student growth** and assessment tool.
2. A state evaluation tool for **teachers**.
3. A state evaluation tool for school **administrators**.
4. Changes to the requirements for a **professional teaching certificate**.
5. A process for **evaluating and approving local evaluation tools** for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

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MCEE Vision

The Michigan Council for Educator Effectiveness will develop a **fair**, **transparent**, and **feasible** evaluation system for teachers and school administrators. The system will be based on **rigorous standards** of professional practice and of measurement. The goal of this system is to contribute to **enhanced instruction**, improve **student achievement**, and support ongoing **professional learning**.

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Why evaluation matters…

- The evidence that skillful teaching has significant impact on students' learning

- The need for a more systematic way to support improvement of teaching and learning

- Widespread public interest in and concern about K-12 education

The opportunity and the imperative

- The Common Core State Standards
- Broad interest across states in developing systems for educator evaluation
- Educational improvement largely non-partisan issue

- Consult experts (K-12 practitioners, scholars, policy analysts)
- Help to educate others about practice: its requirements and its improvement, and what is involved in evaluating it appropriately
- Build consensus

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The challenges

1. Choosing tools that are valid, fair, and feasible
   – Measure the things we actually care about
   – Measure things that are appropriate to try to account for
   – Measure these things validly and reliably
   – Affordable and doable
2. Building a system that focuses on improving practice
   – Provides useful feedback
   – Is linked to effective learning opportunities

Quiz

True or False?

Starting in 2013-14 it is recommended that student growth is included in a teacher's evaluation.

Quiz

True or False?

Student growth is to be based on a one year snap shot.

Quiz

True or False?

Starting in 2013-14 it is recommended that student growth is included in a teacher's evaluation.

Quiz

True or False?

The year end evaluation for all teachers shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher.

Quiz

True or False?

Midyear progress reports are required for first year teachers and those who received a rating of minimally effective or ineffective in the most recent year-end evaluation.

Quiz

True or False?

There is a provision allowing for an exemption of student growth data for a particular subgroup of students.

Quiz

True or False?

A teacher may request a review of the evaluation and the rating by the school district superintendent.

Quiz

True or False?

Much of the legislation regarding teacher evaluation is mirrored for building and central office administrators.

Quiz

True or False?

Teachers must include parent and/or student survey results in their final evaluation.

Observation Practice

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5D+™ Teacher Evaluation Rubric

Student Engagement			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
SE1 — Intellectual Work: Quality of questioning			
Teacher rarely or never asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2 — Intellectual Work: Ownership of learning			
Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking.	Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support students' learning.	Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning.
SE3 — Engagement Strategies: High cognitive demand			
Teacher expectations and strategies engage few or no students in work of high cognitive demand.	Teacher expectations and strategies engage some students in work of high cognitive demand.	Teacher expectations and strategies engage most students in work of high cognitive demand.	Teacher expectations and strategies engage all students in work of high cognitive demand.
SE4 — Engagement Strategies: Strategies that capitalize on learning needs of students			
Teacher rarely or never uses strategies based on the learning needs of students — academic background, life experiences, culture and language of students.	Teacher uses strategies that capitalize and are based on learning needs of students — academic background, life experience and culture and language of students — for the whole group.	Teacher uses strategies that capitalize and are based on learning needs of students — academic background, life experiences, culture and language of students — for the whole group and small groups of students.	Teacher uses strategies that capitalize and build upon learning needs of students — academic background, life experiences, culture and language of students — for the whole group, small groups of students and individual students.
SE5 — Engagement Strategies: Expectation, support and opportunity for participation and meaning making			
Teacher rarely or never uses engagement strategies and structures that facilitate participation and meaning making by all students. Few students have the opportunity to engage in quality talk.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in quality talk.	Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in quality talk.	Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.
SE6 — Talk: Substance of student talk			
Student talk is nonexistent or is unrelated to content or is limited to single-word responses or incomplete sentences directed to teacher.	Student talk is directed to teacher. Talk associated with content occurs between students, but students do not provide evidence for their thinking.	Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their thinking.	Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas.

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Pilot districts and teacher observation tools

5 Dimensions of Teaching and Learning

Clare Public Schools

Leslie Public Schools

Marshall Public Schools

Mt. Morris Consolidated Schools

Charlotte Danielson's Framework for Teaching

Garden City Public Schools

Montrose Community Schools

Port Huron Area School District

Marzano Teacher Evaluation Model

Big Rapids Public Schools

Farmington Public Schools

North Branch Area Schools

The Thoughtful Classroom

Cassopolis Public Schools

Gibraltar School District

Harper Creek Community Schools

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MCEE Pilot

Lessons Learned:

- Limited administrator time
- Deep understanding of observation tools
- Technology Issues
- Testing Regime
- Senior Testing
- Paired Observations
- Communication/Readiness of Superintendents vs. Principals
- Training Teachers

Administrator Evaluations

Advisory Council Recommendations

- School Advance, MASA
- Marzano Research Laboratory
- New Leaders for New Schools
- Houghton Mifflin, Reeves

Administrator Evaluations

- No Pilot, but Structured Review of Evaluation Systems
- Interviews with Stakeholders (admin)
- 10 ISDs throughout state

Administrator Evaluations

Purpose/Intent Results

- Summative vs. Formative feedback

- MI Standards for Principals

- Weighting

- Summative Rating

Administrator Evaluations

Rubric Results

- Simple and Adaptable
- Too Lengthy
- Focus on Needs
- School Board Members
- Specificity Needed
- Legally Defensible
- Lack of Measurement in some areas

Administrator Evaluations

Lessons Learned

- No validity in any administrator evaluation system
- Feasibility
- Training is needed but not always available
- Designed for principals but adaptable

Measuring Student Growth

Pilot

MEAP, ACT, PLAN, Explore, NWEA

VAM Vendors

American Institutes for Research

Pearson (withdrew)

SAS

Value-Added Research Center

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Measuring Student Growth

VAM Issues

Great variation in services

Flexibility vs. Recommended system

Some do not calculate measurement error

Education of stakeholders

Measuring Student Growth

MDE transition plan to Smarter Balance

- English/Language Arts K -12

- Mathematics K -12

- Science 3 -12

- Social Studies 3 -12

Measuring Student Growth

How will you use standardized data with teachers in non-tested subjects?

How will you handle student growth in world languages, art, music, physical education,…?

Measuring Student Growth

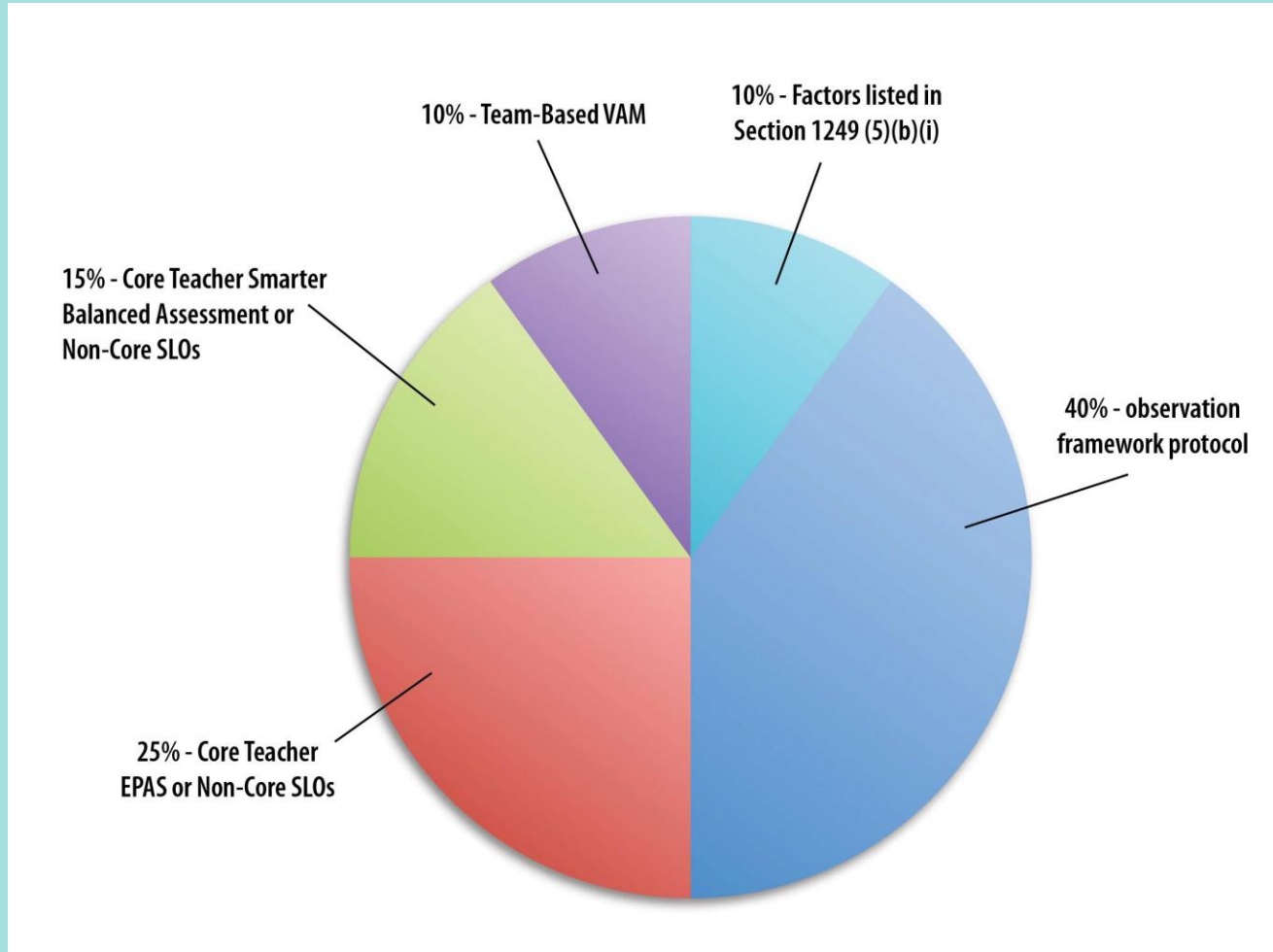Solutions

State assessments (art, music, health, PE)

Team-based VAM

Student Learning Objectives (SLO)

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Measuring Student Growth

As proposed by the Michigan Association of Secondary School Principals:

10% - Team-Based VAM

10% - Factors listed in Section 1249 (5)(b)(i)

15% - Core Teacher Smarter Balanced Assessment or Non-Core SLOs

40% - observation framework protocol

25% - Core Teacher EPAS or Non-Core SLOs

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Evaluation Waivers

- Allow Districts to waive teacher and/or administrator evaluation
- Clear parameters and guidelines
- Must prove reliability and validity after 3 years
- Annual application window
- Oversight by State office
- November 2011 submissions invalid

Professional Certification

Current law

Thoughts?

    Reduce requirements?

    Teacher leader certification?

    Principal can mandate training?

    Link to professional goals?

The final recommendations

- Maintaining our commitments to the core elements of our vision (see slide #5)
- Seeking to recommend an educator evaluation system that has the greatest probability of improving teaching and learning
- Balancing local capacity building with clear, high-quality, and common standards
- Maximizing on the cost-benefit ratio and using resources for improvement more than regulation

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Implementation recommendations

- June 2013: MCEE submits final recommendations
- Early fall 2013: Legislature acts on recommendations
- 2013-14 school year: State and school districts focus on developing the necessary training as well as the required systems, processes, and vendor contracts
- 2014-15 school year: New educator evaluation system launches across the state

This staging is crucial in order to fulfill our charge to build an ethical, transparent, and fair system of evaluating educators, dedicated to educational improvement in the state.

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Thank you!

Questions?

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