

# **Educator Quality Update on Teacher Evaluation**

# New Standard and Purpose for Personnel Evaluations

As set forth in the *Student Success Act* and *Race to the Top*, teacher evaluations are:

- Designed to support effective instruction and student learning growth
- Results used when developing district and school level improvement plans
- Results used to identify professional development and other human capital decisions for instructional personnel and school administrators

# New Standard and Purpose for Personnel Evaluations

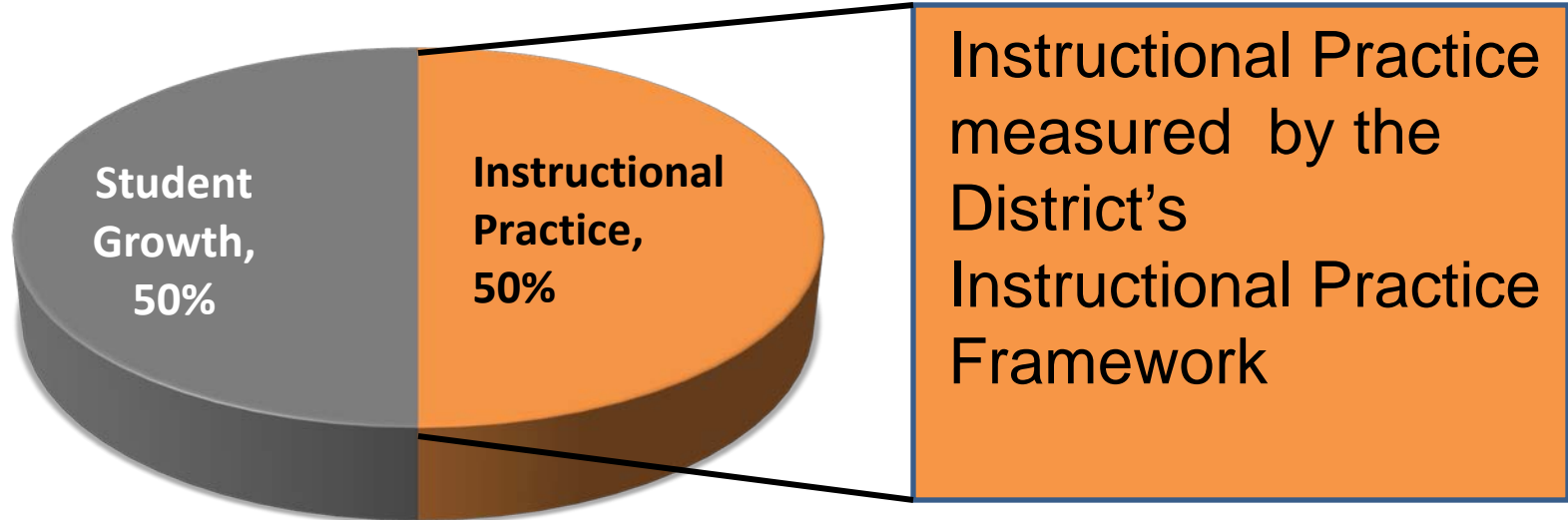
- Evaluations must differentiate among 4 levels of performance:
  - Highly effective
  - Effective
  - Needs improvement, or for instructional personnel in first 3 years of employment, Developing
  - Unsatisfactory
- State Board of Education must establish student growth standards for each performance level (no date required)
- Commissioner must consult with experts, instructional personnel, school administrators and education stakeholders in developing the criteria for the performance levels.

# New Standard and Purpose for Personnel Evaluations

To support those objectives, the law also sets forth that teacher evaluations are to be based on sound educational principles and contemporary research in effective practices in three major areas:

1. The performance of students
2. Instructional practice
3. Professional and job responsibilities

# Two Major Components of the Evaluation System



# Instructional Practice

**SB 736 requires that instructional practice evaluate the following:**

– **For Classroom teachers, excluding substitutes:**

- Florida Educator Accomplished Practices (FEAPs)

– **For Instructional personnel, not classroom teachers:**

- FEAPs
- May include specific job expectations related to student support

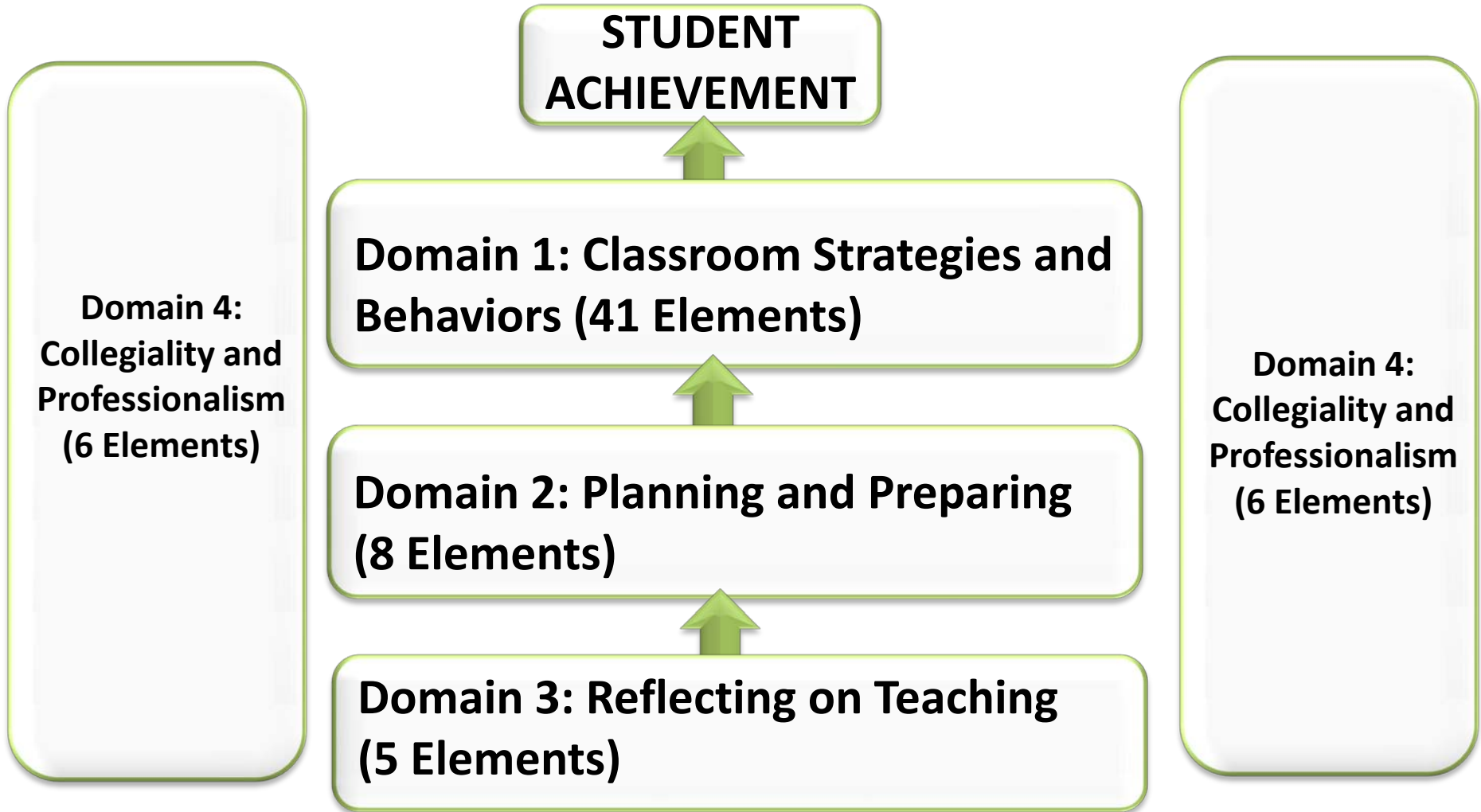
**Instructional Framework goal:** An expectation that all teachers can increase their expertise from year to year which produces gains in student achievement from year to year with a powerful cumulative effect

# Instructional Practice

## Key Components of New Teacher Evaluation Models

- Common Language
- Reflects Complexity of Teaching
- Tied directly to Student Achievement
- Deliberate Practice: Focused Practice and Focused Feedback
- Transparency
- Mutual Accountability
- Professional Learning and Growth

# State Model Framework: The Art and Science of Teaching





# State Model Framework: The Art and Science of Teaching

## Domain 1

### Lesson Segments Involving Routine Events

**Design Question 1:** What will I do to establish and communicate learning goals, track student progress, and celebrate success?

**Design Question 6:** What will I do to establish or maintain classroom rules and procedures?

### Lesson Segments Addressing Content

**Design Question 2:** What will I do to help students actively interact with the new knowledge?

**Design Question 3:** What will I do to help students practice and deepen their understanding of new knowledge?

**Design Question 4:** What will I do to help students generate and test hypotheses about new knowledge?

### Lesson Segments Enacted on the Spot

**Design Question 5:** What will I do to engage students?

**Design Question 7:** What will I do to recognize and acknowledge adherence to or lack of adherence to rules and procedures?

**Design Question 8:** What will I do to establish and maintain effective relationships with students?

**Design Question 9:** What will I do to communicate high expectations for all students?

# Domain 1

# State Model Framework: The Art and Science of Teaching

## Lesson Segments Involving Routine Events

### DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

### DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

## Lesson Segments Addressing Content

### DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

### DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

### DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

## Lesson Segments Enacted on the Spot

### DQ5: Engaging Students

24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

### DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

### DQ8: Establishing and Maintaining Effective Relationships with Students

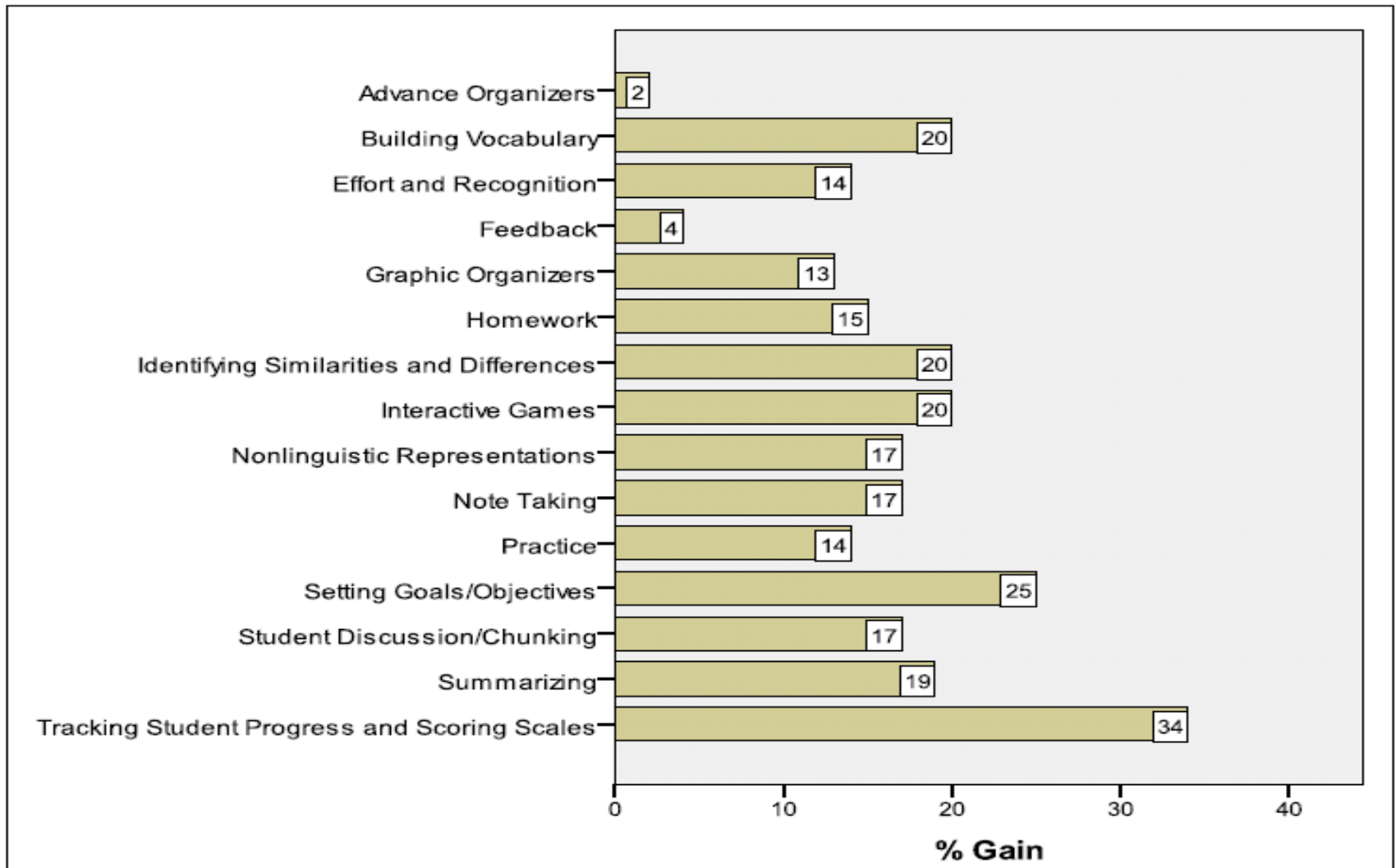
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

### DQ9: Communicating High Expectations for All Students

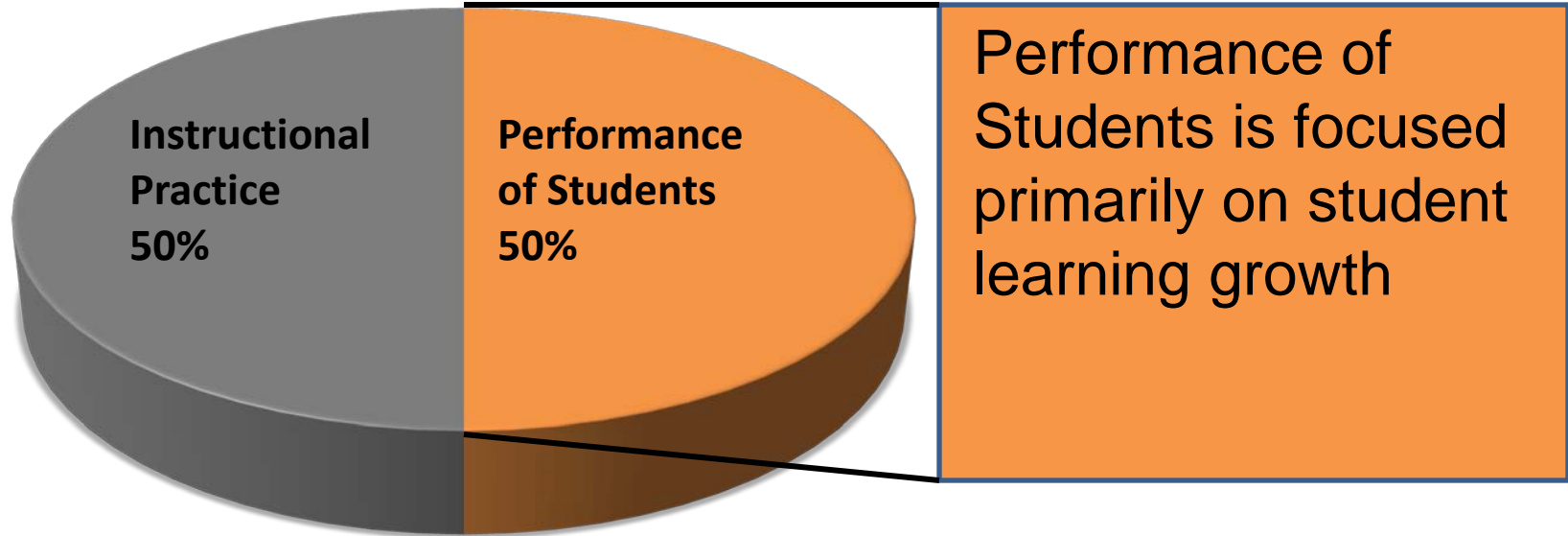
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

# Common Language/Framework Based Upon Decades of Research

Figure 11. Percentile Gain for Specific Instructional Strategies (Corrected)



# Two Major Components of the Evaluation System



# Performance of Students

Performance of Students. At least 50% of a performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by district assessments as provided in s. 1008.22(8), F.S.

- *Section 1012.34(3)(a)1., Florida Statutes SB 736, The Student Success Act (2010)*

# Performance of Students

## **For subjects and grades not assessed by statewide assessments:**

- By 2014-15, districts shall measure growth using equally appropriate formulas. DOE shall provide models.
- Allows district to request through evaluation system review process to:
  - Use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate;
  - For courses measured by district assessments, include growth on FCAT Reading and/or Mathematics as part of a teacher's growth measure, with a rationale. In this instance, growth on district assessment must receive the greater weight.

# Performance of Students 1012.34(7)(e)

- For classroom teachers of courses for which there are no appropriate assessments under s. 1008.22(8), F.S., and the district has not adopted growth measures:
  - Student growth must be measured by using results of assigned students on statewide assessments, OR
  - If the teacher's assigned students do not take statewide assessments, by established learning targets approved by principal that support the school improvement plan.
- The superintendent may assign instructional personnel in an instructional team the growth of the team's students on statewide assessments.
- These provisions expire July 1, 2015.

# Performance of Students

- The performance of students represents 50% of a teacher's evaluation, with performance based on student learning growth
  - Growth data for 3 years of students assigned to the teacher
  - If less than 3 years of data are available, years for which data are available must be used, and percentage of evaluation based on growth may be reduced to not less than 40%.
- To meet the above requirement, the development of a fair and transparent measure of student growth is essential



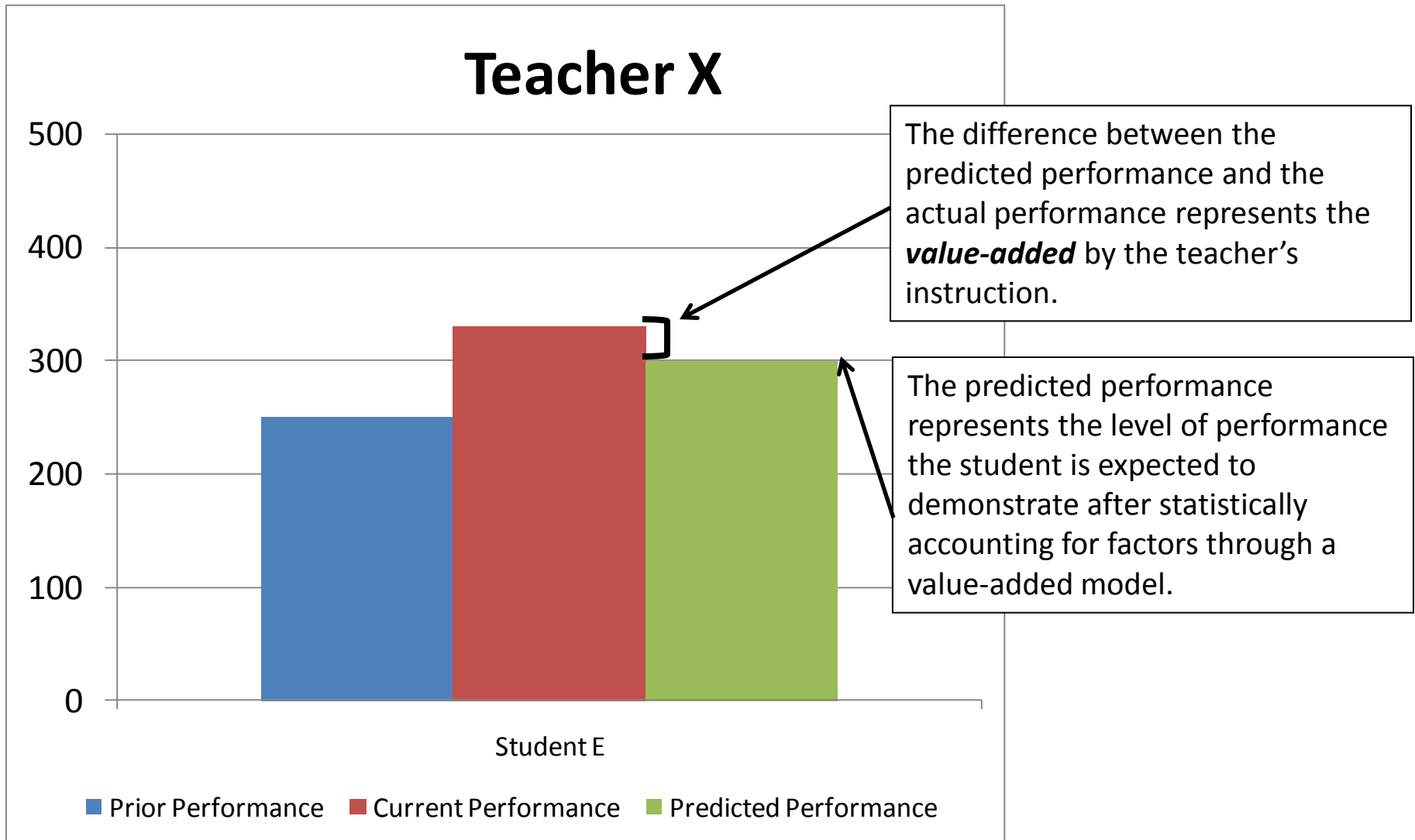
# **FLORIDA'S VALUE ADDED MODEL**

Overview of the Model to Measure Student Learning Growth on FCAT as developed by the Student Growth Implementation Committee

# The Measure: Value-Added Analysis

- A value-added model measures the impact of a teacher on student learning, by accounting for other factors that may impact the learning process.
- These models do not:
  - Evaluate teachers based on a single year of student performance or proficiency (status model) or
  - Evaluate teachers based on simple comparison of growth from one year to the next (simple growth)

# Value-Added Example



# Advantages of Value-Added Models

- Teachers teach classes of students who enter with different levels of proficiency and possibly different student characteristics
- Value-added models “level the playing field” by accounting for differences in the proficiency and characteristics of students assigned to teachers
- Value-added models are designed to mitigate the influence of differences among the entering classes so that schools and teachers do not have advantages or disadvantages simply as a result of the students who attend a school or are assigned to a class

# Florida's Value-Added Model

## Developed by Florida Educators

- The Department convened a committee of stakeholders (Student Growth Implementation Committee – or SGIC) to identify the type of model and the factors that should be accounted for in Florida's value-added models
- To provide technical expertise, the Department contracted with the American Institutes for Research (AIR) to help the SGIC develop the recommended model that was adopted.

# Florida's Value-Added Model

## Developed by Florida Educators

- The Student Growth Implementation Committee (SGIC) is composed of 27 members from across the state. The group includes:
  - Teachers (across various subjects and grade levels, including exceptional student education)
  - School administrators
  - District-level administrators (assessment and HR)
  - Postsecondary teacher educators
  - Representative from the business community
  - Parents
- The SGIC met from March through June 2011
  - 2 two-day in-person meetings
  - 4 conference call meetings

# Florida's Value-Added Model

## Developed by Florida Educators

- Model was not pre-selected by the Department or a vendor
- SGIC process (including the presence of national expertise) allowed for questions, in-depth discussions and perspectives to be shared from many points of view
- Nearly all votes of the SGIC were unanimous
- **The SGIC's recommended model for FCAT data was fully adopted by the Commissioner as Florida's Value-added Model with no additions, deletions, or changes**
- See all materials and videos/recordings of committee proceedings at <http://www.fldoe.org/committees/sg.asp>

# Florida's Value-Added Model

## Developed by Florida Educators

- After exploring eight different types of value-added models, the SGIC recommended a model from the class of *covariate adjustment models*
- This model begins by establishing expected growth for each student:
  - Based on historical data each year
  - Represents the typical growth seen among students who have earned similar test scores the past two years, and share the other characteristics identified by the committee



## Factors Identified by the SGIC to “Level the Playing Field”

To isolate the impact of the teacher on student learning growth, the model developed by the SGIC and approved by the Commissioner accounts for:

- Student Characteristics
- Classroom Characteristics
- School Characteristics

# Factors Identified by the SGIC to “Level the Playing Field”

## Student Characteristics:

- Up to two prior years of achievement scores (the strongest predictor of student growth)
- The number of subject-relevant courses in which the student is enrolled
- Students with Disabilities (SWD) status
- English Language Learner (ELL) status
- Gifted status
- Attendance
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)

## Classroom characteristics:

- Class size
- Homogeneity of students’ entering test scores in the class

# Factors Identified by the SGIC to “Level the Playing Field”

The model recognizes that there is an independent factor related to the school that impacts student learning – a ***school component***.

- Statistically is simply the factors already controlled for in the model measured at the school level by grade and subject
- May represent the impact of the school’s leadership, the culture of the school, or the environment of the school on student learning
- Acts as another covariate, just like all other factors

# Factors Identified by the SGIC to “Level the Playing Field”

## SGIC decisions on the use of the school component

- The SGIC decided to include 50% of the school component in the measurement of the teacher’s effectiveness
- By attributing a portion of the school component to the teacher in the measurement of her effectiveness, one recognizes that the teacher contributes somewhat to the overall school component, but there are factors imbedded in that component that are beyond his/her direct control and that s/he should not directly be held accountable for

# Florida's Value-Added Model

- The value-added model is one part of a multi-faceted teacher evaluation system
- The model was developed independently by a committee of Florida educators
- The model accounts for factors outside the teacher's control and does not rely on a single year of data or single test score
- The development process is an on-going process
  - The SGIC, Department, and AIR will continue to analyze the value-added model and seek feedback to make adjustments, if necessary