

Project on Educator Effectiveness & Quality

July 28, 2011

Designing and Implementing Teacher
Evaluation Systems Institute



Overview

- Review of PEEQ
- Review characteristics of an effective metric
- Review components of a comprehensive metric
- How do we measure effectiveness of “untested” teachers?
- Timeline and next steps
- Questions and wrap up

Purpose of PEEQ

- Contracted by TEA to design a metric to determine a teacher's effect on student achievement
- Metric is required due to:
 - SB 174 student achievement standard (#3)
 - State longitudinal data system grant (SLDS II)
 - School improvement grant (SIG)
 - State fiscal sustainability fund (SFSF)
- Will focus only on 1st through 3rd year teachers
- Objective is to provide feedback to EPPs to improve teaching and student achievement

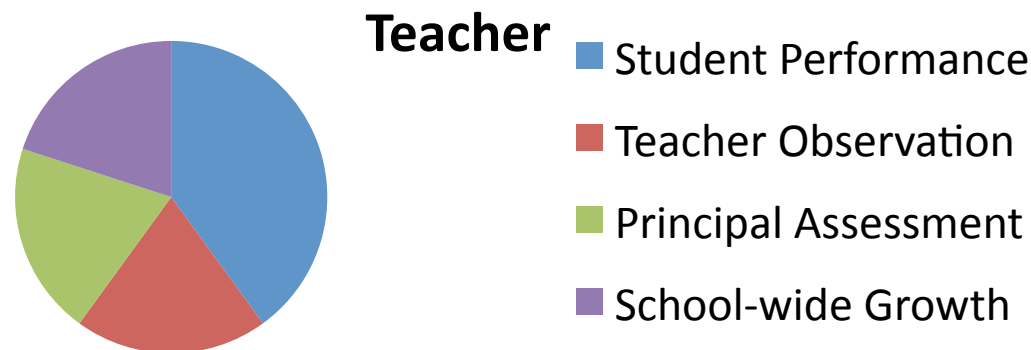
An Effective Metric Should Be:

- **Comprehensive:** Includes multiple sources; not just student test scores
- **Useful:** Leads to improvement in EPPs and teaching
- **Reliable:** Problems with measurement error, test scaling, and data quality must be minimized
- **Valid:** Reflects teacher effect on student achievement and considers variations in populations of students
- **Transparent:** Clear how components are measured and weighted

Decisions PEEQ Must Make

- What components should be included in a metric to determine a teacher's effect on student achievement?
- What is the most valid and reliable method to measure growth in student performance using test scores?

Example Metric for Each 1st through 3rd Year



A Comprehensive Metric Should Include:

- Growth in Student Performance
- Observations of Teachers in Classroom
- Principals' Assessment
- School-wide Growth in Student Performance

Measuring Student Performance for “Tested” Teachers

➤ Value Added Models

- Goal is to predict what a student should score and compare to actual performance – teacher effectiveness is the difference
- Various methods used to calculate
- Require a large enough sample to create comparisons
- Need sufficient data to accurately predict student performance
- Attribution of students to teachers is crucial
- Tests must be vertically aligned to show growth
- PEEQ will use a VAM

Measuring Student Performance for “Tested” Teachers

➤ Value Added Models (Continued)

➤ Strengths

- Account for past performance of students and student - and school-level characteristics that may affect teaching and student performance
- Emphasis is on **growth** in student performance
- Teachers’ past effectiveness is highly predictive of future

➤ Limitations

- Difficult to understand calculations (less transparent)
- Measurement error may bias estimates

Observations of Teachers

- Must be mindful of the scale:
 - 75,000 beginning teachers (in first 3 years)
 - 1,400 school districts
- Principals are required to observe beginning teachers and fill out a survey on each teacher (ASEP)
- This survey provides the platform to gather information on teachers' classroom environment and instruction (elements linked to student achievement)

Classroom Environment

To what extent is this beginning teacher able to . . . (4-pt scale)

- Effectively implement discipline-management procedures?
- Communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
- Provide support to achieve a positive, equitable, and engaging learning environment?
- Build and maintain positive rapport with students?
- Build and maintain positive rapport and two-way communication with students' families?

Instruction

To what extent is this beginning teacher able to . . . (4-pt scale)

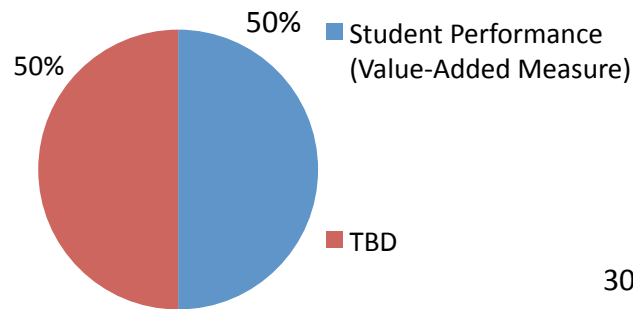
- Implement varied instruction that integrates critical thinking, inquiry, and problem solving?
- Respond to the needs of students by being flexible in instructional approach and differentiating instruction?
- Use the results of formative assessment data to guide instruction?
- Engage and motivate students through learner-centered instruction?
- Integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?
- Assume various roles in the instructional process (e.g. instructor, facilitator, audience)?
- Set clear learning goals and align instruction with standards-based content?
- Provide quality and timely feedback to students?

Principal Assessment

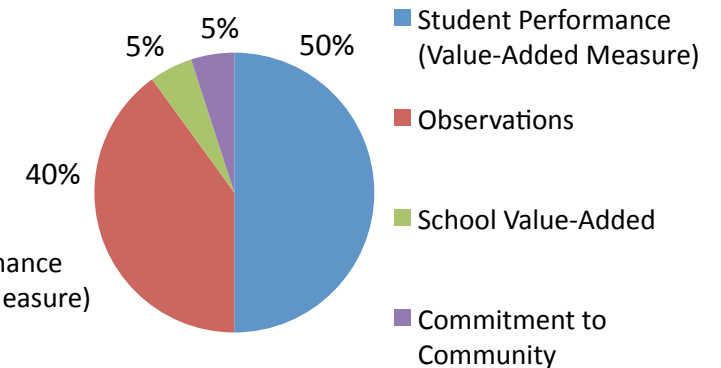
- “How would you rate this teacher’s influence on student achievement?”
- 10-point scale: unacceptable to exceptional

Weighting of Components Will Be Determined Empirically and With Input

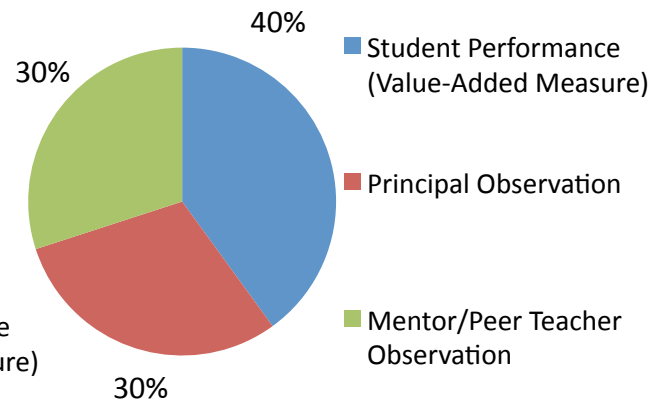
Louisiana



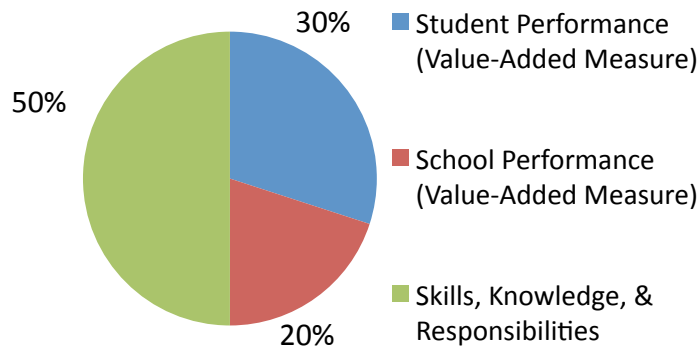
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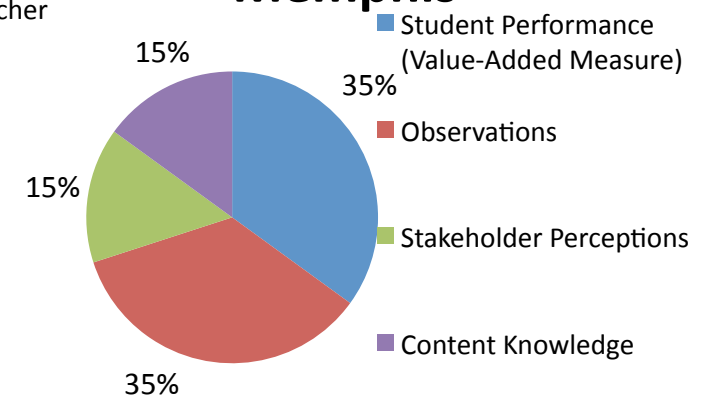
Hillsborough



TAP Model



Memphis



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Information to EPPs for Standard #3

- Individual teacher scores will be aggregated by EPP
- Information to EPPs will include:
 - Overall effectiveness of teachers
 - Aggregate scores by each metric component
 - Scores by:
 - Certification program
 - Type/location of school
 - Grade level/subject matter
 - Individual teacher information will not be included

How do we measure student performance among “untested” teachers

- Approximately 70% of teachers are not “tested”: they teach in a subject area or grade level that is not tested by a standardized exam
- Must be mindful of scale, cost, and data sharing with TEA
- Many districts are developing their own exams for these areas
- Some districts have “untested” teachers set rigorous student achievement goals
- Most give “untested” teachers the overall school measure and weight observations more

Expected Timeline

- Principal Survey (Standard #2) administered in May 2011
- Developing pilot metric Summer 2011
- Data linking teachers and students available Fall 2011
- Pilot Metric available March 2012
- Revise metric and improve reports
- Final Metric available March 2013