BALTIMORE CITY
PUBLIC SCHOOLS



# Teacher Effectiveness Evaluation

August 2013

# Meeting Objectives



**Participants will be able to:**

- Understand the context and rationale for the new Teacher Effectiveness Evaluation, how it was developed, and why it will benefit schools, teachers, and children
- Understand the professional practice and student growth components of the Teacher Effectiveness Evaluation
- Understand how the components lead to a final rating for teachers

# Traditional Teacher Evaluation Systems



| Limitations | Impact on Teachers |
| --- | --- |
| **Infrequent** | Teachers don't receive frequent feedback or actionable feedback necessary for improvement |
| **Unfocused** | Teachers aren't sure of instructional expectations and/or best-practices |
| **Incomplete** | Limited measures don't reflect all of the work and responsibilities teachers have |
| **Undifferentiated** | Teacher's performance was not accurately assessed, therefore, teachers not properly recognized for their good work or properly held accountable for poor performance |

# The Need for Change



***Considering…***

"Second only to parents, **teachers are the most important part of a child's education.** Great teachers make a great difference; poor teachers hurt a child's life chances*."

***And….***

**Teachers need support, feedback and access to quality and targeted professional development** in order to be at their best for children

***We realize…***

We need a **better way to identify and support** our teachers

*Source: *The Long-Term Impacts of Teachers*, National Bureau of Economic Research

# The Vision For Teacher Effectiveness In City Schools



**Our goal:**

An effective teacher for every student

**How do we get there?**

Understand each teacher's strengths and needs through analyzing teacher practice and student outcomes and provide differentiated support to help each teacher grow

City Schools' Teacher Effectiveness Evaluation

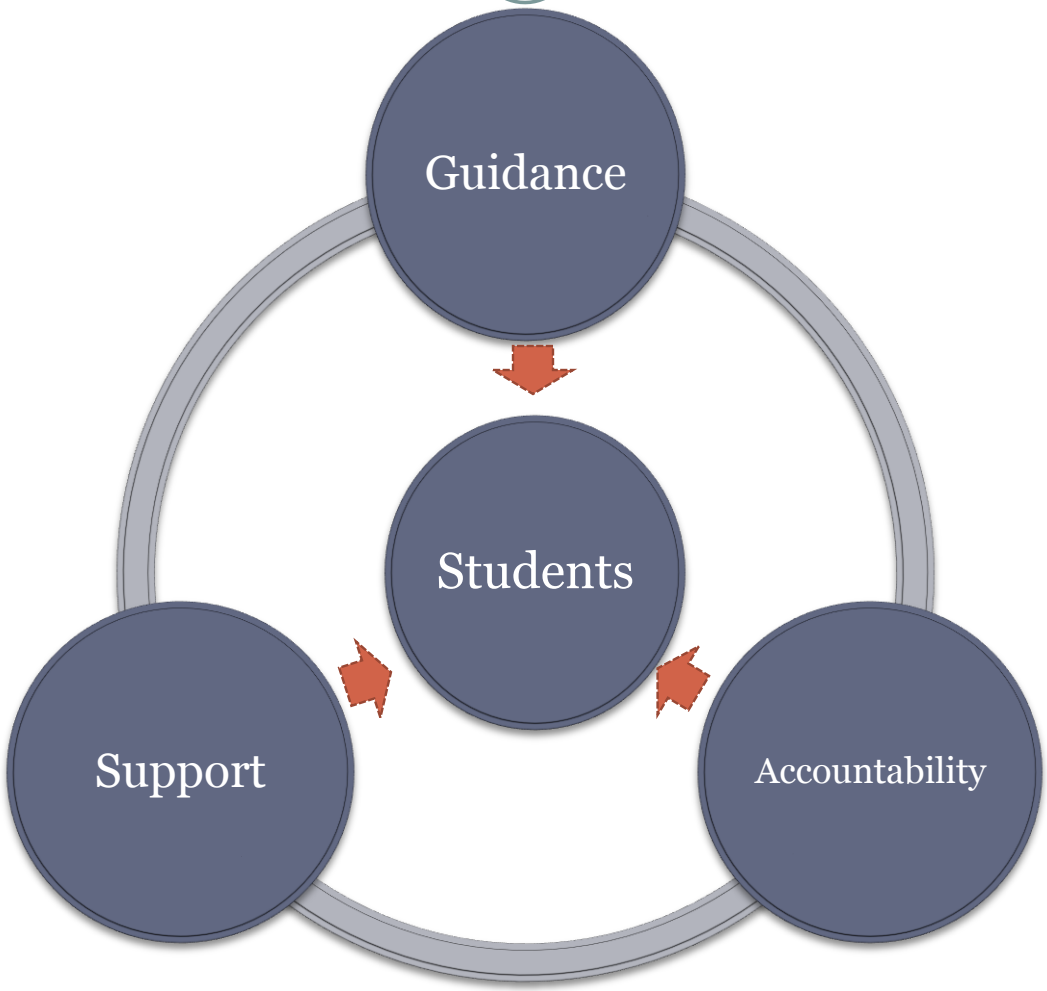
# The Policy Response



- President Obama's American Recovery & Reinvestment Act of 2009 initiated Teacher Evaluation policy changes across the country
- **Maryland State Education Reform Act** states that "performance evaluation criteria shall include data on **student growth** as a significant component as one of **multiple measures**.

# Teacher Effectiveness Evaluation





# Guidance



- Guidance should provide transparency about what is expected.
- All measures should be clearly articulated and explained ahead of time.
- Teachers, school leaders, parents, students, and other stakeholders should have a source of information on where they can find more details and information.
  - City Schools Inside -> 'Teacher' tab -> 'New Evaluation'
  - effectiveness@bcps.k12.md.us

# Accountability



Teachers should be evaluated against clear, rigorous performance expectations in part based on evidence of student learning.

- Expectations should reflect **excellence** in the classroom, not minimally acceptable performance
- The focus on the new evaluation system is on improvement and development, but it is not acceptable for our children if teachers are consistently not meeting standards

# Regular Feedback and Support



Evaluations are not about a single end-of-year rating, but instead inform **ongoing development.**

- Evaluations are based on **frequent teacher observations** and **regular conversations** with teachers to discuss overall classroom performance, student progress, professional goals and developmental needs.
- High-quality classroom observations are an essential part of teacher growth and development. When done frequently and purposefully – by ***trained and certified observers*** – classroom observations are an integral step to improving teachers' instructional practice and provide evidence of teachers' strengths and areas for development.
- Supports must be in place for teachers that allow for development in targeted areas and on all components of the evaluation.

# Baltimore City: Development of the Model



## Pilot, SY 11-12

- 8 schools, approx. 300 teachers
- 4 components
- No stakes; PBES used for formal evaluations

## Field Test, SY 12-13

- ALL schools and ALL classroom teachers
- 5 components
- No stakes; Framework used for formal observations

## Full Implementation, SY 13-14*

- ALL schools and ALL classroom teachers
- Components finalized over the summer
- Stakes attached to new evaluation measures

*Ongoing: Collect feedback from teachers and revise*

** Pending waiver decision*

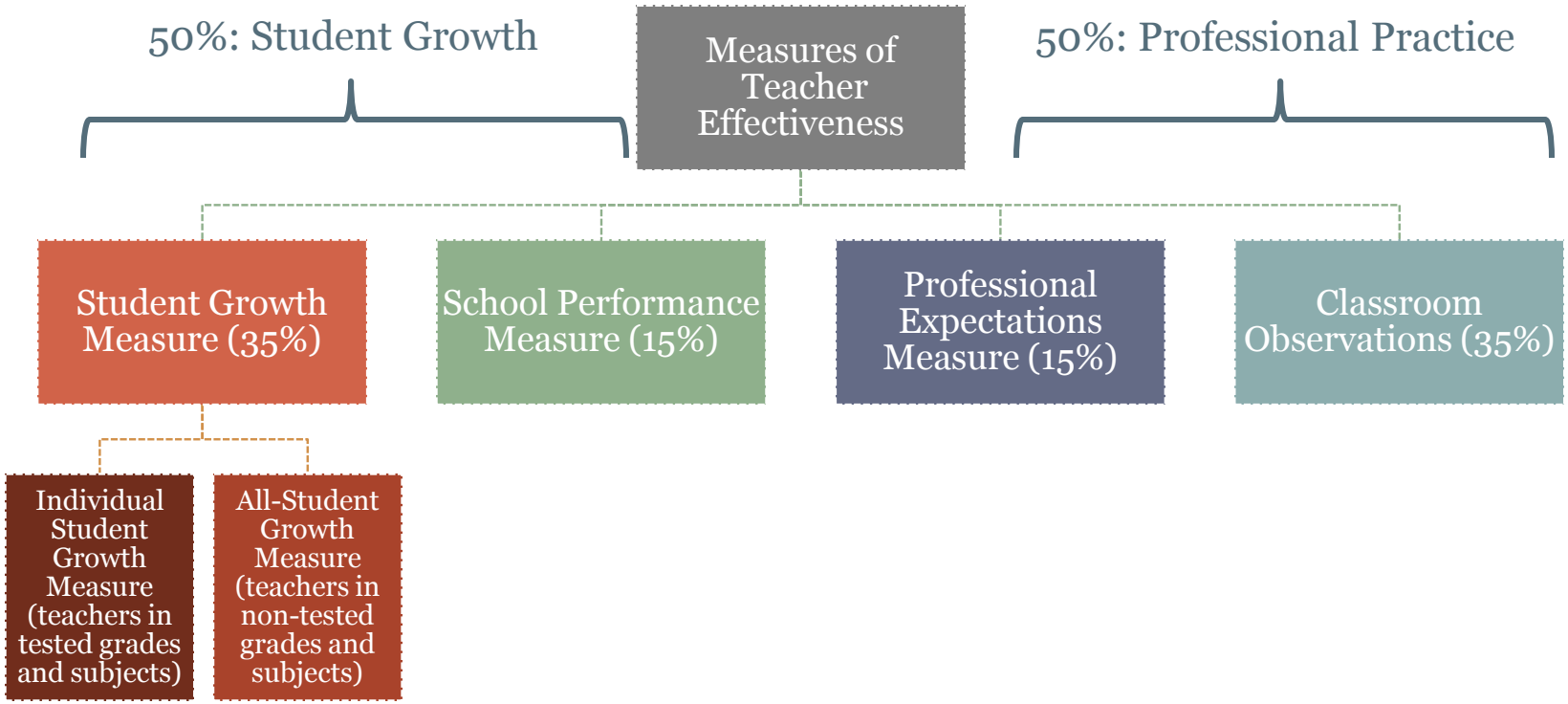
# How Were Teachers Involved?



- Feedback from teachers participating in pilot and field test through interviews, surveys, and information sessions
- Education Support and Evaluation Committee (ESEC): Group of 20 teachers and principals meeting every three weeks that informed City Schools on the development of the system
- Collaboration with BTU to conduct focus groups
- Equal partnership with BTU through negotiations
- Feedback will continue through 2013-2014 and beyond

# Teacher Effectiveness Evaluation






Student Surveys

Student Learning Objectives

Student surveys will be field tested in 2013-14, not used as a weighted component. Data will be given to principals.

SLOs will be field-tested with no stakes in 13-14. In 14-15, teachers in non-tested subjects and grades will have SLOs as their individual student growth measure.

# Guiding Principles: Multiple Measures



**No single data point can represent a teacher's performance.** Evaluations should incorporate multiple measures for assessing professional practice and student growth. Multiple measures are beneficial to teachers for the following reasons:

- More complete picture of a teacher's contribution to learning
- More sources of information allow for better identification of areas for improvement
- More confidence in results when they are confirmed by multiple sources of data

***Research confirms that evaluations based on multiple measures, though not perfect, are significant improvements over observation-only evaluations.***

# What is Different?



| PBES | Teacher Effectiveness Evaluation |
|---|---|
| Single measure | Multiple measures |
| Not designed to inform professional development | Allows for multiple sources of evidence to inform strengths and areas for improvement |
| No incorporation of student learning | Student outcomes included |

# USDE Flexibility Waiver



- Flexibility #1: States may delay personnel consequences for teachers and principals tied to the new assessments for up to one year beyond current plans.
- Flexibility #2: States may allow schools that participate in a field test to have students take only one end-of-the-year test – either the current statewide assessment or the field test.
- MSDE is seeking feedback from the field about applying for a waiver.

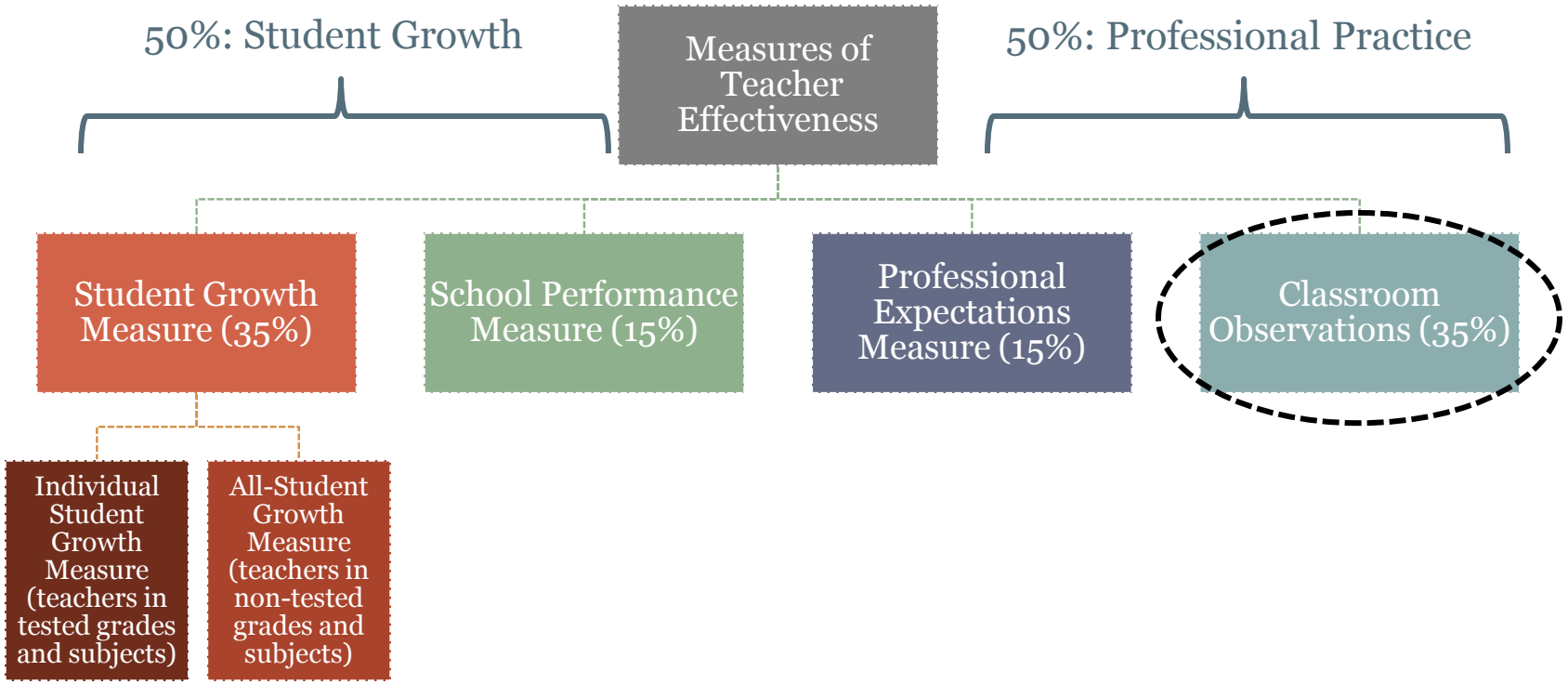
# Waiver Implications



- What we know:
  - Maryland is likely to apply pending stakeholder feedback
  - The deadline for application is September 30th
- Components of principal and teacher evaluation based on MSA scores would not be used for personnel decisions in 2013-2014

# Teacher Effectiveness Evaluation






Student Surveys

Student Learning Objectives

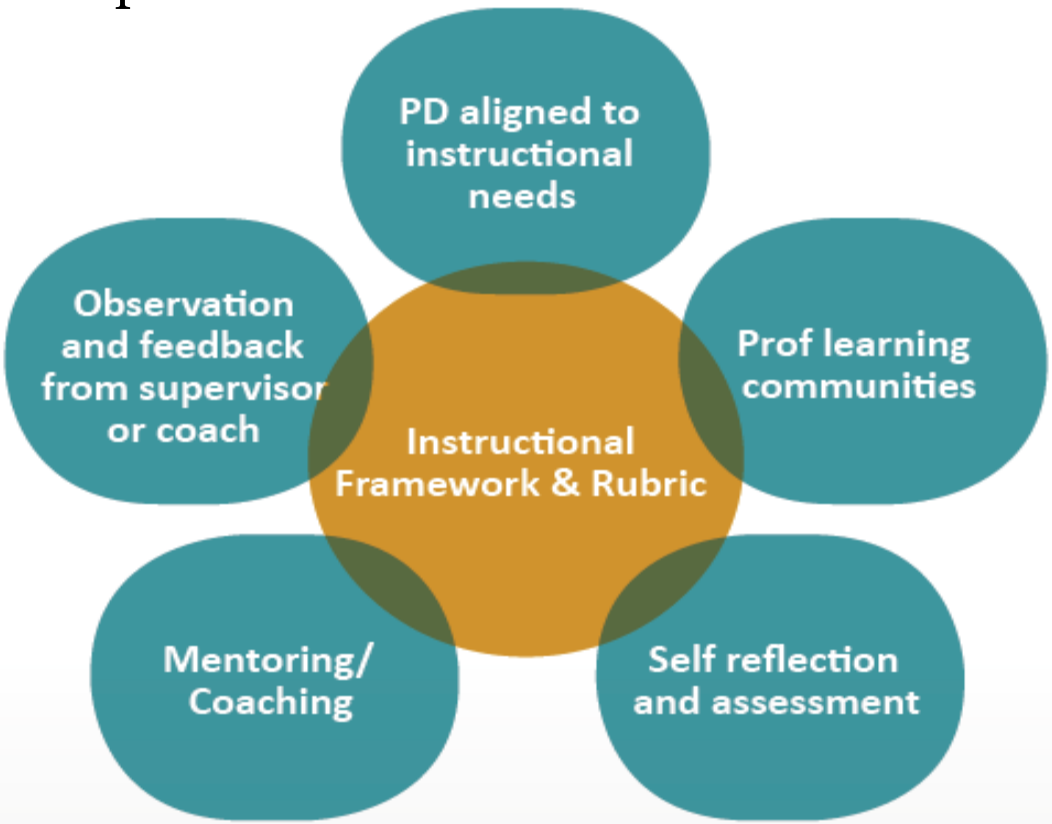
Student surveys will be field tested in 2013-14, not used as a weighted component. Data will be given to principals.

SLOs will be field-tested with no stakes in 13-14. In 14-15, teachers in non-tested subjects and grades will have SLOs as their individual student growth measure.

# Instructional Framework



- City Schools observations will be based on the Instructional Framework and Rubric
- The IF and Rubric can be used in various ways to support and develop teachers in their practice



# Development: Overview



## SY 2010-2011

**Initial Development**
The Instructional Framework and Rubric were developed to **provide a shared understanding of effective teaching** in City Schools.

*On-going development , Jan. 2010 – June 2011*

## SY 2011-2012

**Refinement**
The Instructional Framework and Rubric were revised to **reflect the expectations of the Common Core** and incorporate **stakeholder feedback** from throughout the year.

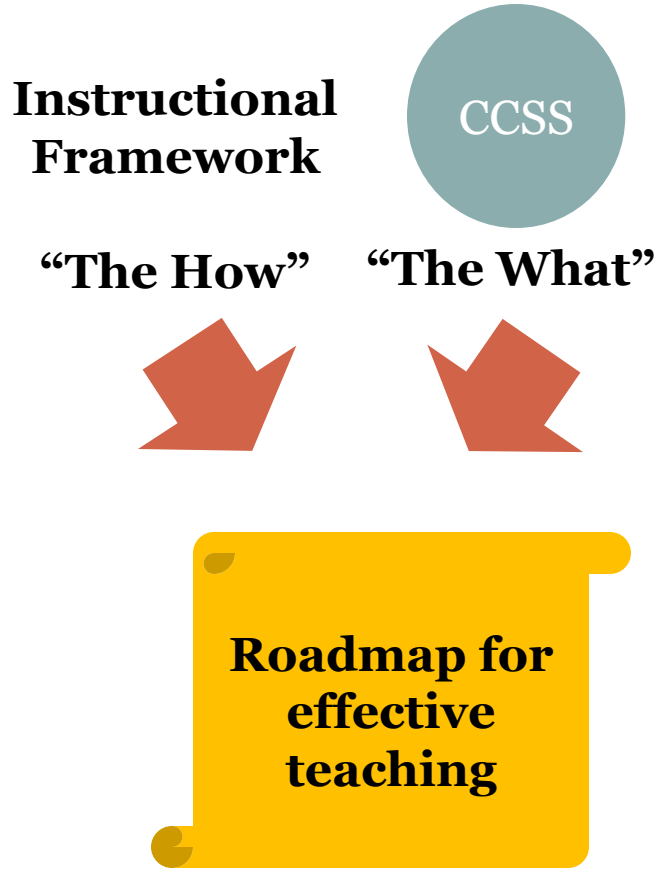
*On-going revisions, Mar. 2011– June 2012*

# The Instructional Framework and CCSS



## How do the IF and CCSS connect?

- The **Instructional Framework is an overarching framework for "how" teachers teach** effectively in **ALL grades and subjects**.
- **CCSS fits within this Framework and deepens it, guiding grade-and subject-specific interpretations for key action**.
  - CCSS are the grade and subject -specific "what" – the standards that are unpacked, mapped, and sequenced in the PLAN section of the Instructional Framework.
  - The six CCSS instructional shifts are the grade and subject-specific "how" – the shifts in questioning and engagement featured in the TEACH section of the Instructional Framework.



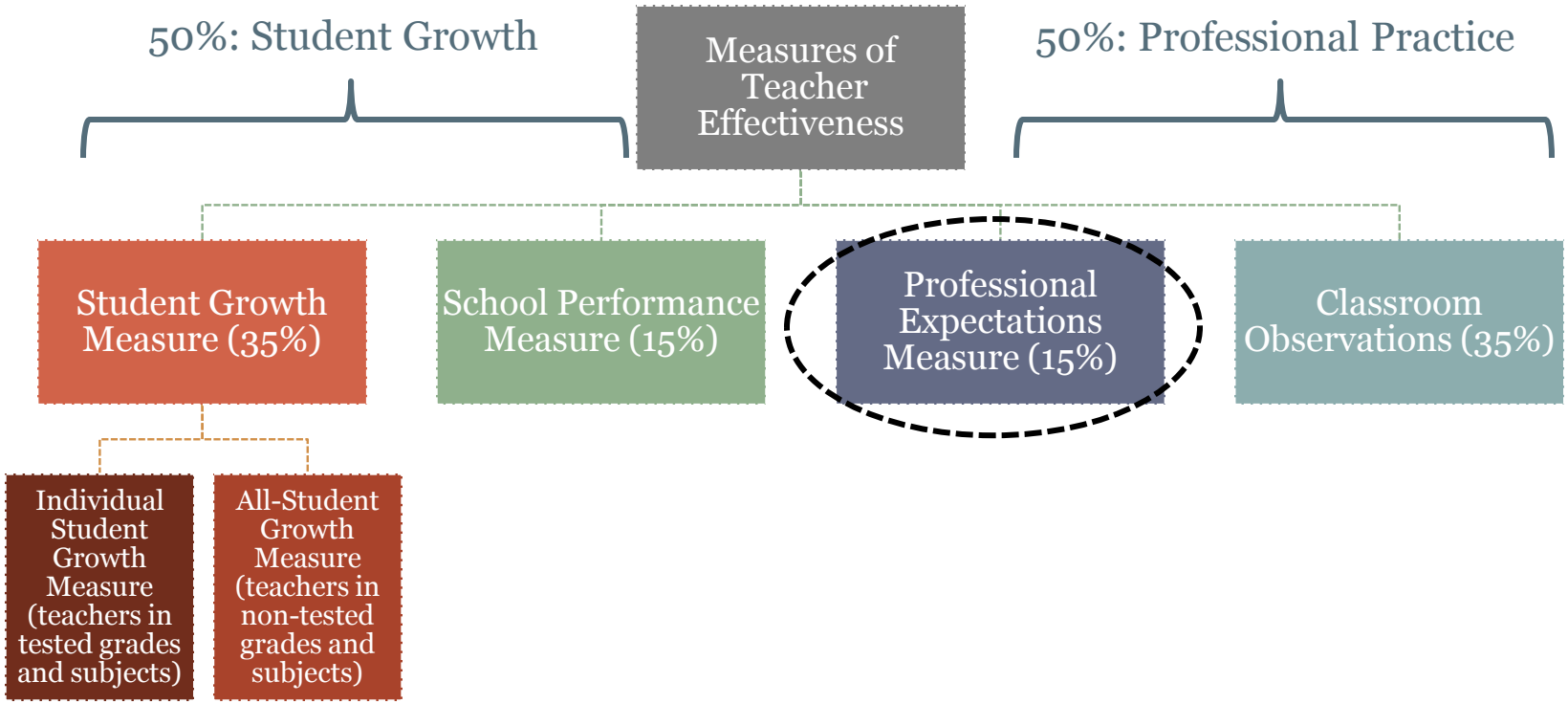
# Instructional Framework Supports

22

| For Teachers | For School Leaders |
| --- | --- |
| • Guidebook<br>• AU PD and videos on Instructional Framework Key Actions<br>• Systemic PD Days<br>• School-level professional development opportunities | • Guidebook<br>• Upcoming CAO Leadership meetings will address how to:<br>  • Generate direct, timely, and meaningful feedback for teachers<br>  • Facilitate instructional dialogue between classroom observations<br>  • Support instructional growth through informed professional development opportunities |

# Teacher Effectiveness Evaluation






Student Surveys

Student Learning Objectives

Student surveys will be field tested in 2013-14, not used as a weighted component. Data will be given to principals.

SLOs will be field-tested with no stakes in 13-14. In 14-15, teachers in non-tested subjects and grades will have SLOs as their individual student growth measure.

# What is a Professional Expectations Measure?



- The professional expectations measure describes a teacher's core responsibilities as a professional, outside of her or his instructional role
  - Examples: showing up to work, punctuality, turning in grades on time, attending staff meetings, teamwork, communication, etc.
  - Professional responsibilities are not unique to teaching. These expectations are consistent across all, or most, professions.
- The checklist is similar to the Professional Responsibilities Domain of PBES.

# What Do The Expectations Look Like?



- To create our Expectations, we reviewed professionalism measures in other school districts and generated a list of possible criteria (including PBES)

- The Professional Expectations Measure has two parts:

**Part I: Competencies**
Each scored on a 1-4 scale
1 = Not Effective; 4 = Effective

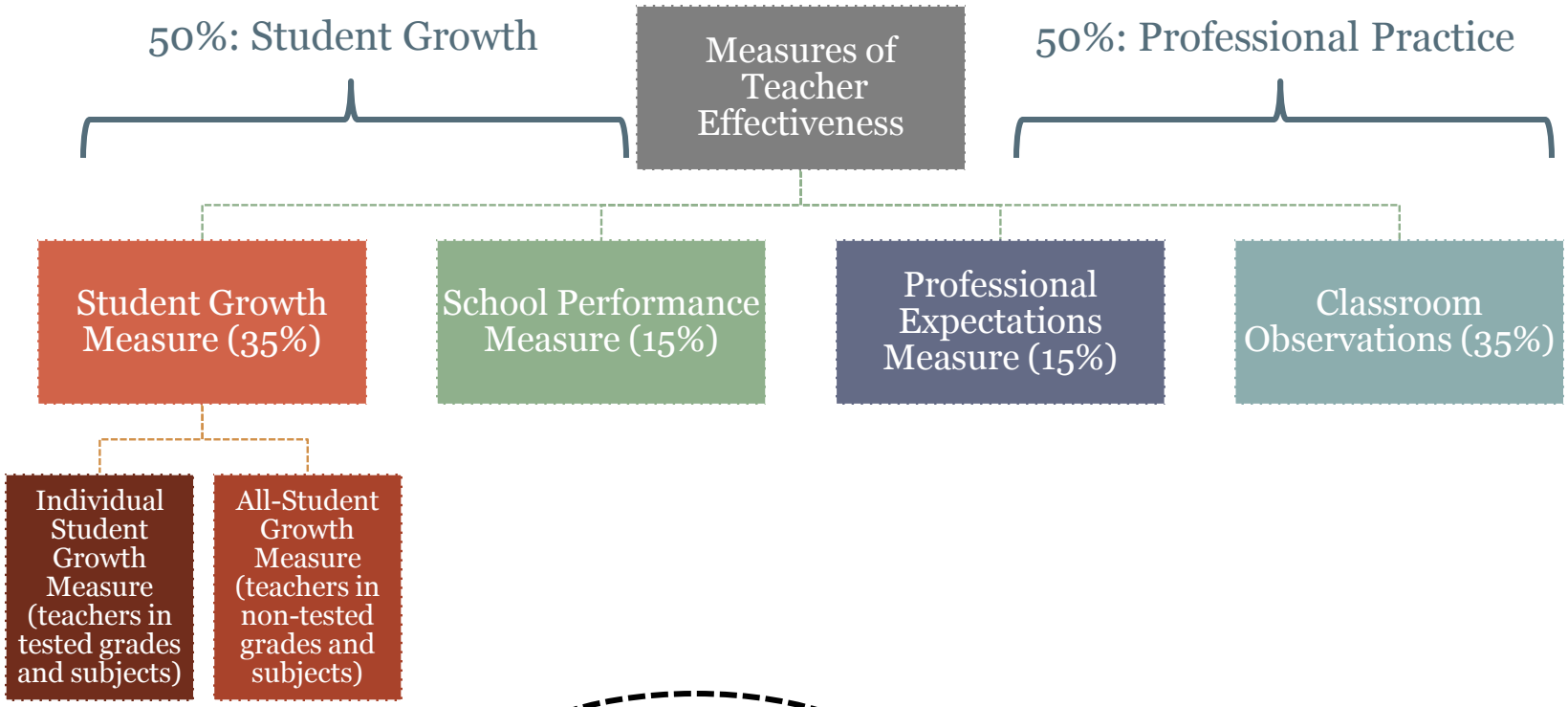
- Communication
- Job knowledge
- Professionalism
- Teamwork

**Part II: Citywide Expectations**
Scored on a binary scale
Meets/Does Not Meet Expectations

- Attendance
- On-time arrival
- Compliance with school and district policies
- Testing integrity

# Teacher Effectiveness Evaluation






Student Surveys

Student surveys will be field tested in 2013-14, not used as a weighted component. Data will be given to principals.

Student Learning Objectives

SLOs will be field-tested with no stakes in 13-14. In 14-15, teachers in non-tested subjects and grades will have SLOs as their individual student growth measure.

# Why Student Surveys*?



- Students have the most contact with teachers and are the direct consumers of a teacher's service – they are our ultimate customer
- When students are asked the right questions, they can provide their teachers with important information about their experiences in the classroom
- Student surveys provide data the can inform teacher practice

*Student surveys will be field tested in 2013-2014 and will not be weighted in a teacher's evaluation

# Key Findings: Student Surveys



- Research shows that students can identify effective teaching when they experience it and student surveys are reliable measures of teacher effectiveness
  - Student ratings are a valid and reliable data source (MET Project, 2010a; Peterson et al., 2000; Worrell & Kuterbach, 2001).
  - Teachers that receive high ratings on student surveys also tend to make larger gains in achievement (Follman, 1992, 1995; Worrell & Kuterbach, 2001).
- Field test data for City Schools confirms these findings

# What Changes Were Made?



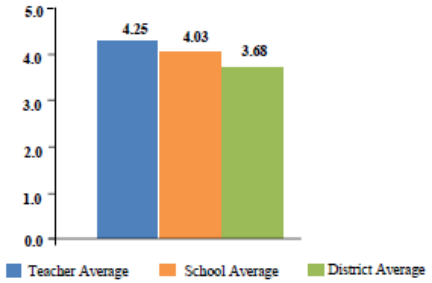
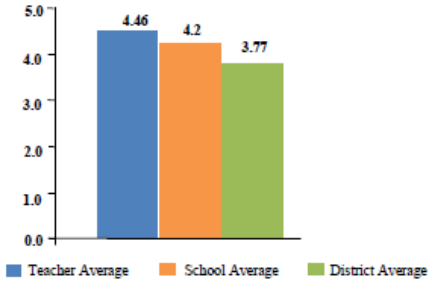
- Items eliminated based on teacher feedback and results from the field test.
  - Example #1: My teacher is available for extra help outside of class.
  - Example #2: My teacher changes the lesson or activity if students do not understand
- Survey shortened from 51 to 40 items
- 2013-2014* will focus on working with test coordinators to ensure fair survey administration

*Student surveys will be field tested in 2013-2014 and will not be weighted in a teacher's evaluation

# Sample Survey Report

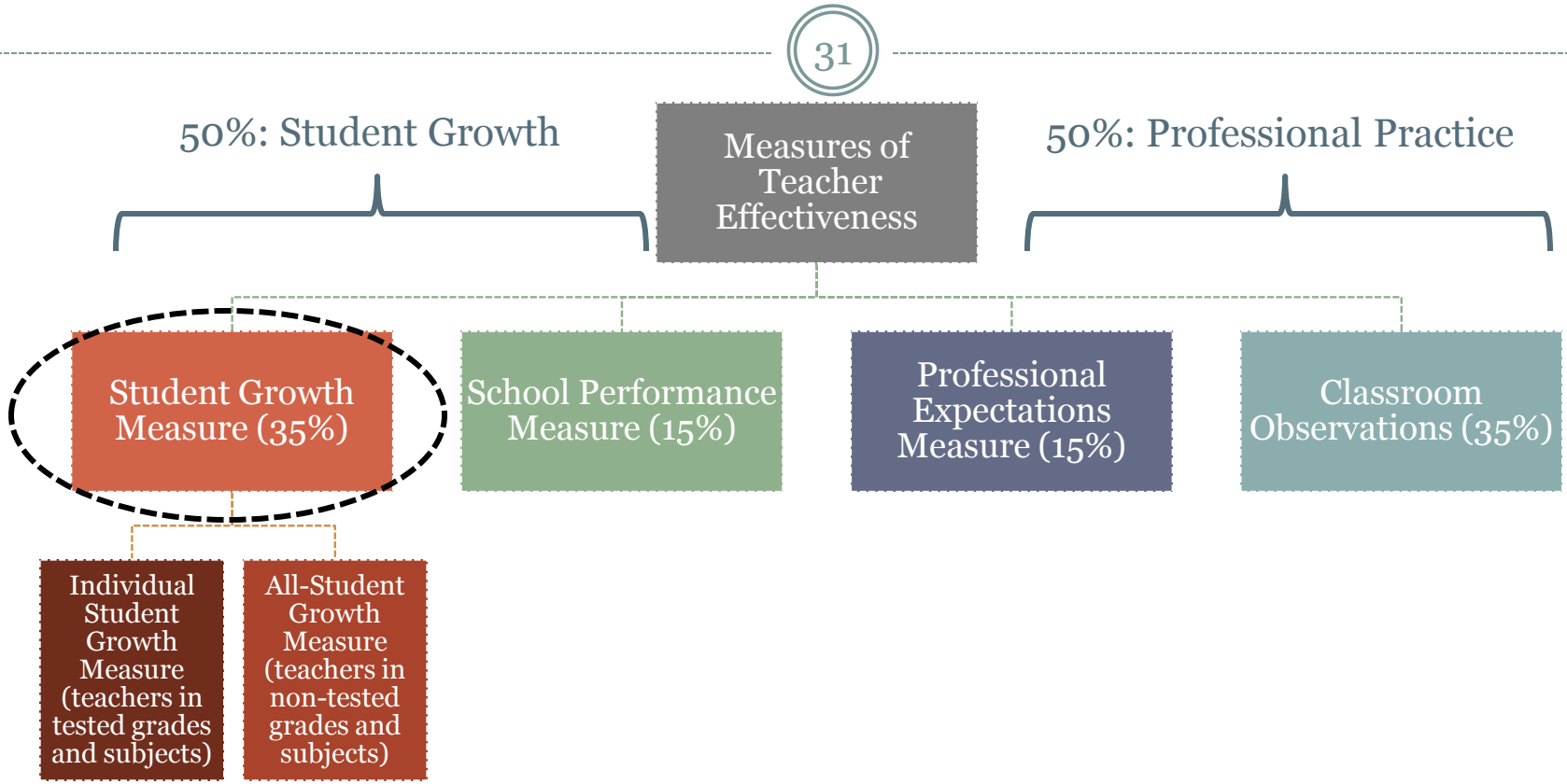
## SY12-13 Student Survey Results

**Teacher:** **School:**

| Teaching Skill Category (1-5 scales, 5 = Strong Performance) | Strengths & Areas for Improvement |
|---|---|
| **Classroom Culture**<br>  <br> | **Strength:**<br>Empowering students to believe they can be successful (4.85)<br><br>**Area for Improvement:**<br>Being respectful to all students (3.68) |
| **Delivery of instruction**<br>  <br> | **Strength:**<br>Ensuring all students are engaged and learning (4.92)<br><br>**Area for Improvement:**<br>Providing challenging material to students (4) |

# Teacher Effectiveness Evaluation






Student Surveys

Student Learning Objectives

Student surveys will be field tested in 2013-14, not used as a weighted component. Data will be given to principals.

SLOs will be field-tested with no stakes in 13-14. In 14-15, teachers in non-tested subjects and grades will have SLOs as their individual student growth measure.

# Which Teachers Receive Individual Growth Model Scores?



- Teachers with students that take the following assessments:
  - Stanford 10, grades 2
  - MSA Reading and Math, grades 3-8
  - Courses that trigger HSA Algebra, Biology, English, and Government in grades 8-12

# Why Student Growth?



- Growth models tell us how much students grow in a given year, and isolate the impact their teachers have on that growth.
- They take into account where a student starts at the beginning of the year and control for factors that affect student achievement.
  - Students assigned to highly effective teachers (as measured by a growth model) are **more likely to go to college, earn higher incomes and less likely to become teenage parents*.**
  - Having a highly effective teacher for one year increases a child's **cumulative lifetime income by $50K***.

*Source: Chetty, Raj et al. *The Long Term Impacts of Teachers: Teacher Value Added and Student Outcomes in Adulthood.* December 2011. Available at http://obs.rc.fas.harvard.edu/chetty/value_added.html.

# How Does City Schools' Student Growth Model Work?



- A Growth Model is *the teacher's contribution to student growth*.
- The model calculates a ***predicted test score*** for a student in a given grade and subject.
- The ***predicted score*** is based on the student's prior academic achievement (and other factors).
- Then, we compare the student's ***predicted score*** to the ***actual score*** in the grade and subject.
- The difference between the ***predicted score*** and the ***actual score*** is called the teacher's growth score.

# City Schools Growth Model



## Traditional Value-Added Models

- Controls for student characteristics
- Controls for one prior score

## City Schools Growth Model

- Controls for student and school characteristics
- Controls for two prior test scores (where available)
- Averages teacher estimates over 2 years
- Controls for measurement error in tests
- Addresses errors caused by smaller number of students

# Measures of Student Growth: City Schools' Growth Model



**The Growth Model accounts for factors that impact student growth, including:**

1. Prior Achievement (2 prior years)
2. Prior-year student attendance
3. Student mobility
4. Student ELL status
5. Student FARMS status
6. Student Special Education Status
7. Whether student skipped/repeated grade

# All-Student Growth



- 2013-2014 is a transition year for measuring growth in non-tested grades and subjects.
- Teachers in non-tested grades and subjects will receive an all-student growth measure in 2013-2014 based on the academic growth of all students in his/her school during the previous year.
- All teachers in non-tested grades and subjects at a school will receive the same all-student growth measure.

# Student Growth Overview



## Teachers in Tested Grades and Subjects

- In 2013-2014, teachers in tested grades and subjects will receive **individual student growth estimates.**

## Teachers in Non-Tested Grades and Subjects (e.g. fine arts, grades PreK-1, PE/Health, world languages, ESOL, etc)

- In 2013-2014, teachers in non-tested grades and subjects will receive an **all-student growth measure.**
- Starting in 2014-15, teachers in non-tested grades and subjects will have **Student Learning Objectives (SLOs)** for their student growth measure. These will be field tested in 2013-2014.

# Why an All-Student Growth Measure?



- Priority for each measure is to be fair to teachers
- The current state of assessments in the district does not support Student Learning Objectives as a fair measure, but we are working towards developing high quality assessments.
  - Partnered with Center for Assessment to assist to develop fair and reliable assessments, performance tasks, and portfolios for all subjects
  - Field testing SLOs and new assessments in 2013-2014 to be ready for full implementation in 2014-2015

# Measures of Student Growth: Student Learning Objectives (SLOs)



SLOs are:

- Learning goals for students
- Specific to a group of students for that year
- Measurable
- Established in collaboration with colleagues and school leadership
- Organic to good teaching practice

***Sample SLO***

**Subject/Grade:** Kindergarten mathematics

**Level:** District goal

**Student Population:** 25 Kindergarten students

**Timeframe:** Full year

**Assessment:** Kindergarten Math Baseline Assessment

**Baseline:** 50 percent of students scored in Tier I (basic); 30 percent of students scored in Tier II (proficient); 20 percent of students scored in Tier III (advanced)

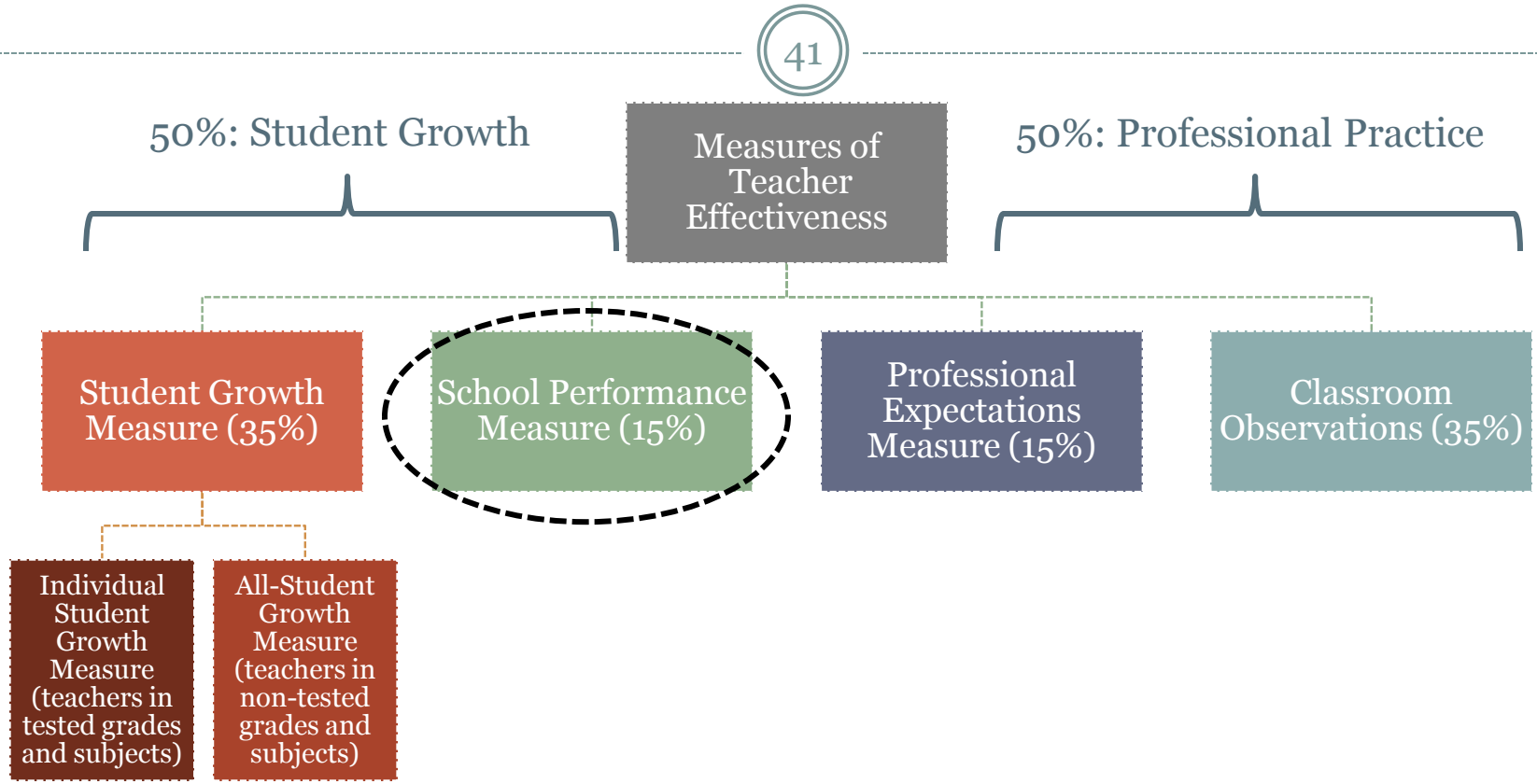
**Expected Student Growth:**

- Students in Tier I on the BOY assessment will score in Tier II or above on the EOY assessment.
- Students in Tier II on the BOY assessment will score in Tier III on the EOY assessment.
- Students in Tier III on the BOY assessment will remain in Tier III on the EOY assessment.
- The objective is that at least 80% of students will meet the target for their tier.

**Strategies:** Data Analysis, whole group instruction, small group instruction, review, automaticity, practicing and exploring concepts, use of manipulatives.

# Teacher Effectiveness Evaluation






Student Surveys

Student Learning Objectives

Student surveys will be field tested in 2013-14, not used as a weighted component. Data will be given to principals.

SLOs will be field-tested with no stakes in 13-14. In 14-15, teachers in non-tested subjects and grades will have SLOs as their individual student growth measure.

# What Is A School Performance Measure?



A **School Performance Measure** is:

- A measure of school effectiveness
- A set of quantitative indicators capturing a whole school's performance
- Multiple categories of measures in the following categories:
  - Progress
  - Growth
  - Learning Environment

**City Schools created a School Performance Measure that combines the valuable components of the MSDE SPI and specific elements that suit the unique context of the district**

# Why Include a School Performance Measure?



- The teaching community at a school, as a whole, directly impacts certain student outcomes.

- Because all teachers are responsible for students in the building, the system includes a school-level measure of effectiveness in a teacher's evaluation.

# School Performance Measure Components



| Category (weight) | Progress (33%) | ES/MS: Growth (33%)<br>HS: College/Career Readiness (33%) | Learning Environment (33%) |
|---|---|---|---|
| **ES/MS Indicators** | *Progress toward AMO for:*<br>MSA Math Proficiency<br>MSA Reading Proficiency<br>MSA Science Proficiency | City Schools Growth Matrix | School (climate) survey: parent<br>School (climate) survey: teacher<br>School (climate) survey: student<br>Attendance<br>Chronic Absence<br>Cohort retention (2 yrs)<br>Dropout rate (4 year) |
| **HS Indicators** | *Progress toward AMO for:*<br>HSA Algebra Proficiency<br>HSA English Proficiency<br>HSA Biology Proficiency | SAT/ACT Participation<br><br>*Progress toward AMO for:*<br>5-year graduation rate (state model)<br>College Readiness (state model)<br>One of the following:<br>•AP/IB Performance<br>•College Enrollment<br>•CTE Concentrator | |

- All indicators within a category are equally weighted

# Putting It All Together: How to Create a Composite Score



- Step 1:  Put all components on the same scale so you can compare apples to apples
- Step 2:  Assign weights to each component
- Step 3:  Add all components together

# Putting It All Together: How to Create a Composite Score



| Effectiveness measure | Teacher's raw score | Explanation |
|---|---|---|
| **Classroom observation** | 3.1 | Average of this teacher's final observation ratings from two formal observations on a scale of 1-4 |
| **Professional expectations** | 80 | This teacher's professional expectations score is already on a 100-point scale |
| **Student growth estimate** | 85 | This teacher's student growth measure estimate is in the 85$^{th}$ percentile, so her score is 85 out of 100 |
| **School performance** | 60 | This teacher's school performance score is already on a 100-point scale |

# Step 1: Compare Apples to Apples



| Evaluation Measure | Score | Multiplier | Scaled Score | Explanation |
|---|---|---|---|---|
| Classroom observation | 3.1 | 25 | 77.5 | Because of the 1-4 scale of the Instructional Framework and rubric, a multiplier of 25 is used to place the score on a 100-point scale |
| Professional expectations measure | 80 | Already on 100-point scale | 80 | This teacher's professional expectations score is already on a 100-point scale |
| Student growth estimate | 85 | Already on 100-point scale | 85 | This teacher's student growth estimate is in the 85th percentile, so her score is 85 out of 100 |
| School performance measure | 60 | Already on 100-point scale | 60 | The School Performance Measure of this teacher's school is already on a 100-point scale |

**3.1 x 25 = 77.5**

# Step 2: Assign Weights



| Evaluation Measure | Scaled Score | Weight (in %) | Weighted Score |
|---|---|---|---|
| Classroom observation | 77.5 | 35 | 27.13 |
| | 77.5 X .35 = 27.125, rounded to 27.13 | | |
| Student growth estimate | 85 | 35 | 29.75 |
| | 85 X .35 = 29.75 | | |
| Professional expectations | 80 | 15 | 12 |
| | 80 X .15 = 12 | | |
| School performance | 60 | 15 | 9 |
| | 60 X .15 = 9 | | |

# Step 3: Add All Components Together



| Evaluation Measure | Weighted Score |
|---|---|
| Classroom observation | 27.13 + |
| Student Growth Estimate | 29.75 + |
| Professional Expectations | 12 + |
| School Growth | 9 = |
| *Overall Weighted Score* | *77.88* |

# How Are Ratings Determined?



| Final Rating | Overall Score Range |
|---|---|
| **Highly effective** | 80 and above |
| **Effective** | 60 – 79 |
| **Developing** | 45 – 59 |
| **Not effective** | Below 45 |

# Mock Ratings



- Mock ratings are available now in Employee Self-Service
- Teachers informed through their City Schools email that mock ratings are available
- Teachers have the option to share these results with principals

# Putting it All Together: Evaluation Outcomes



- Composite evaluation ratings will still be used to determine achievement units.
  - Highly Effective – 12 AUs
  - Effective – 9 AUs
  - Developing – 3 AUs
  - Not Effective – 0 AUs

- The composite evaluation rating, as well as the ratings on any of the measures, will be used to determine professional development opportunities for teachers to target strengths and weaknesses.

# For More Information



- Visit City Schools Inside
  - Click on ‘Teachers’ and then ‘New Evaluation’
- effectiveness@bcps.k12.md.us