

Educator Effectiveness Symposium



**JUNE 27, 2011
MADISON, WISCONSIN**

Welcome



WINSOME WAITE, PH.D.
GREAT LAKES WEST

Symposium Introduction



MIKE THOMPSON, PH.D.
DEPUTY STATE SUPERINTENDENT

Purpose of Educator Effectiveness Design Team



- **The charge of the Design Team is to develop:**
 - definitions of key guiding principles of a high-quality educator effectiveness program,
 - model performance-based evaluation systems for teachers and principals,
 - a regulatory framework for implementation that includes how student achievement data will be used in context, and
 - recommendations for methods to support improvement and incentives for performance.

Educator Effectiveness Design Team



Leaders from the following groups are working collaboratively on the Design Team. A list of members is included in your folders.

- American Federation of Teachers (AFT)
- Association of Wisconsin School Administrators (AWSA)
- Office of the Governor
- Professional Standards Council (PSC)
- University of Wisconsin-Madison School of Education
- Wisconsin Association of Colleges of Teacher Education (WACTE)
- Wisconsin Association of Independent Colleges & Universities (WAICU)
- Wisconsin Association of School Boards (WASB)
- Wisconsin Association of School District Administrators (WASDA)
- Wisconsin Education Association Council (WEAC)

Educator Effectiveness Design Team



- **Supporting the Design Team:**
 - American Institutes for Research (AIR)
 - Great Lakes West (GLW)
 - National Comprehensive Center for Teacher Quality (NCCTQ)
 - Wisconsin Center for Educational Research (WCER)
- **In addition, informing our work:**
 - State Consortium on Educator Effectiveness (CCSSO)
 - 28 states collaborating on the policies and practices that will improve the effectiveness of our nation's educators.

Timeline



- **The Wisconsin educator effectiveness performance-based framework for teacher and principals will be developed by October 2011.**

Purpose of the Symposium



- **To inform stakeholders and elicit feedback**
- **Today we will talk about:**
 - The national landscape on educator effectiveness
 - Definitions of an effective teacher and effective principal
 - Principles guiding our work
 - The emerging framework for evaluating teacher and principal effectiveness.
 - Upcoming decision areas

National Landscape



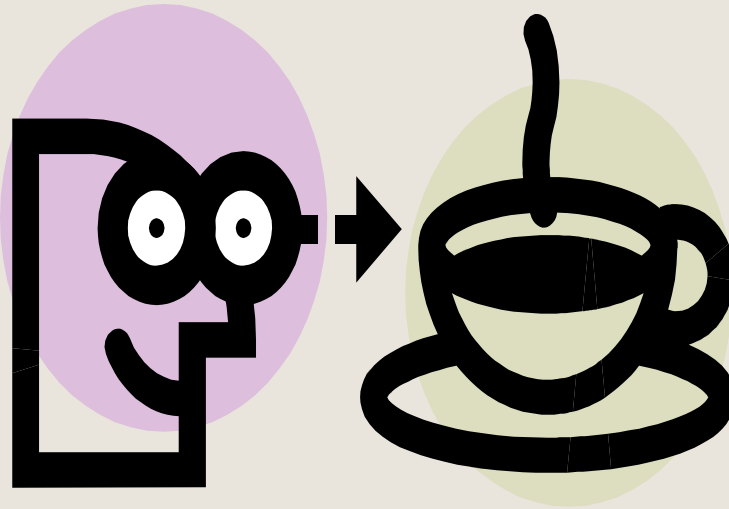
LISA LACHLAN-HACHE, ED.D.

**NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY**

Small Group Activity 1



Break



Major Components of the Wisconsin Effective Educator System



STEVEN M. KIMBALL, PH.D.
WISCONSIN CENTER FOR EDUCATION RESEARCH
UW-MADISON



Basic Features of Educator Effectiveness Systems



- **Standards of Practice**
 - What knowledge, skills, and abilities should teachers and principals know and be able to demonstrate?
- **Measures of practice**
- **Measures of outcomes**
- **Process for conducting evaluations and linking evidence to standards for evaluation ratings**

Key Design Questions



- 1. What are the purposes of the systems?**
- 2. How will educator practice be evaluated?**
- 3. How will student achievement & other outcomes be incorporated?**
- 4. How will the evaluation process be administered?**
- 5. How will the model be implemented statewide?**

1. What are the purposes?



- **Results from educator evaluation systems can serve multiple purposes**
 - Inform training of candidates
 - Provide professional development guidance
 - Tenure & promotion decisions
 - Compensation
- **The purposes of the WI Educator Effectiveness framework are addressed in the guiding principles**

2. How will practice be evaluated?



- Determine the key dimensions of educator practice
- Create, adopt or adapt a model of practice that includes key dimensions
- What measures of practice should be included? (e.g., observations, artifacts)

3. How will outcomes be included in evaluations?



- Identify potential measures of student achievement
- How will educators' effects on the outcomes be measured?
- Identify other outcomes to be included
- What should be the relative weight of student outcomes to other measures of performance?

4. How will the system be administered?



- Determine the data collection process
- Who will collect data, observe practice and make evaluation decisions?
- Evaluator training and certification
- Timing of data collection and evaluation decisions
- Should there be differentiation based on experience and performance?

5. How will model be implemented statewide?



- **Balancing consistency with local flexibility**
- **What level of statewide oversight?**
- **Role of stakeholders in implementation and oversight**
- **Piloting and evaluating the system**
- **Financing the system**
- **Connecting to preparation programs**

Standards-based evaluation



- Clear and explicit standards that cover the main aspects of practice
- Rubrics (rating scales) that define multiple performance levels using examples of observable behavior
- More frequent observations
- Use of other sources of evidence (e.g. artifacts, portfolios)
- Example: Danielson's *Framework for Teaching*

Defining Effective Educators



RON JETTY
WISCONSIN EDUCATION ASSOCIATION COUNCIL

Effective Teacher



❖ *An effective teacher consistently uses educational practices that foster the intellectual, social and emotional growth of children, resulting in measurable growth that can be documented in meaningful ways.*

Effective Principal



- ❖ *An effective principal shapes school strategy and educational practices that foster the intellectual, social and emotional growth of children, resulting in measurable growth that can be documented in meaningful ways.*

Guiding Principles



JIM LYNCH

ASSOCIATION OF WISCONSIN SCHOOL ADMINISTRATORS

Guiding Principles



- **The ultimate goal of education is student learning. Effective educators are essential to achieving that goal for all students. We believe it is imperative that students have highly effective teams of educators to support them throughout their public education. We further believe that effective practice leading to better educational achievement requires continuous improvement and monitoring.**

Guiding Principles



- A strong evaluation system for educators is designed to provide information that supports decisions intended to ensure continuous individual and system effectiveness. The system must be well-articulated, manageable, reliable and sustainable. The goal of this system is to provide students with highly qualified and effective educators who focus on student learning.

Guiding Principles



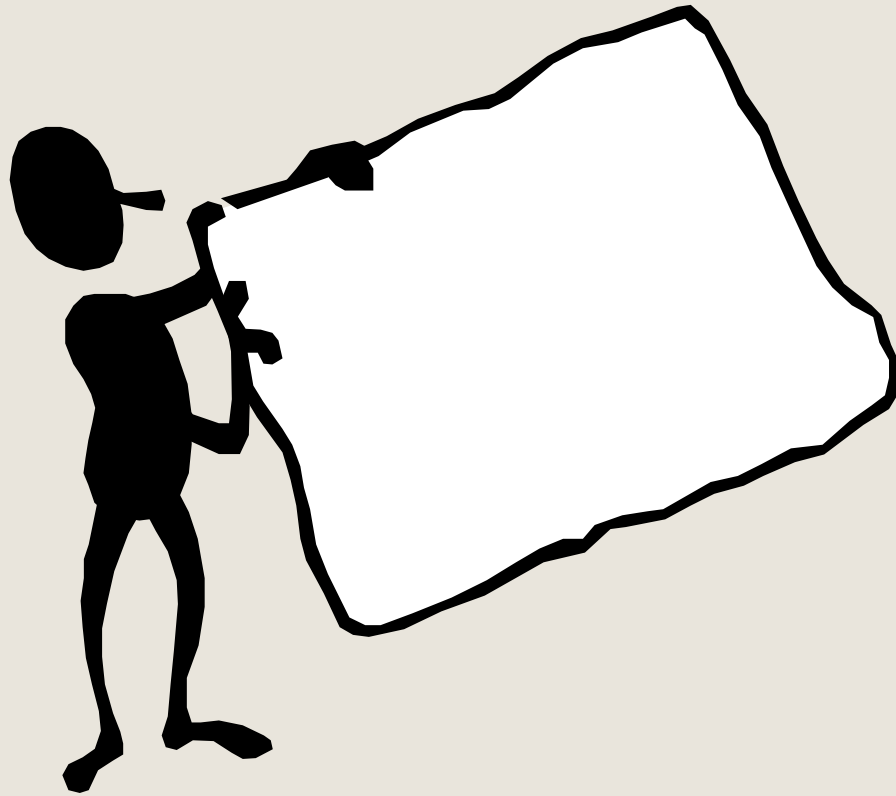
An educator evaluation system must deliver information that:

- Guides effective educational practice that is aligned with student learning and development.
- Documents evidence of effective educator practice.
- Documents evidence of student learning.
- Informs appropriate professional development.
- Informs educator preparation programs.
- Supports a full range of human resource decisions.
- Allows for credibility, comparability, and uniformity across districts.

Small Group Activity 2



Lunch Break & Gallery Walk



Educator Practice



JON BALES
WISCONSIN ASSOCIATION
OF SCHOOL DISTRICT ADMINISTRATORS

Educator Practice



- **The 2011 InTASC Model Core Teaching Standards will be used to evaluate effective teacher practice.**
 - A copy of the standards are in your folders.
- **The 2008 ISLLC standards will be used to evaluate effective principal practice.**
 - A copy of the standards are in your folders.

Educator Practice



- **Teacher Rubrics:**
- Danielson's work and other district models based on Danielson will be used as a starting point.
 - A copy of Danielson's framework is in your folder.
- The domains and components of the Danielson framework will serve as the core of the teacher evaluation framework.
- Rubrics will be developed, adapted, or identified at the component level for the Danielson framework in Phase II.

Educator Practice



- **Principal Rubrics:**
- The ISLLC 2008 standards will be the foundation of the principal evaluation system
- Rubrics will be developed and/or adapted as necessary in Phase II
- National models based on ISLLC will be used as a starting point (e.g. Pittsburgh)

Educator Practice



Teacher Practice

- Each component should be evaluated on multiple sources of evidence. These could include:
 - Observations of teacher practice
 - Review of documents
 - Surveys/data
 - Discussions with the teacher

Principal Practice

- Each component should be evaluated on multiple sources of evidence. These could include:
 - Observations of principal practice
 - Review of documents
 - Interviews with stakeholders
 - Surveys/data
 - Discussions with the principal

Educator Practice



- At a minimum, for each component, discussion with the teacher/principal should be considered in addition to at least 2 other categories of evidence.
- Evidence sources may differ at different school levels, subject areas, and contexts.

Value-Added Student Growth Measures



BRADLEY CARL, PH.D.

**WISCONSIN CENTER FOR EDUCATION RESEARCH
UW-MADISON**



Fitting Practice & Outcome Measures Together



MIKE THOMPSON, PH.D.
DEPUTY STATE SUPERINTENDENT

Teacher Practice + Student Outcomes



- **Let's Recap:**

- ☑ We have guiding principles
- ☑ We have defined effective educators
- ☑ We will use INTASC standards as basis for teacher evaluations
- ☑ We will use ISLLC standards as basis for principals evaluations
- ☑ We will use Danielson framework to evaluate teacher practice

- ☐ We will use ____ to evaluate principal practice
- ☐ We will use value-added scores + ____ + ____ + ____ to evaluate student outcomes
- ☐ We will determine the weights for the various student outcomes used
- ☐ We will determine weights to apply to the teacher practice and student outcome components

Teacher Practice + Student Outcomes



Teacher Practice

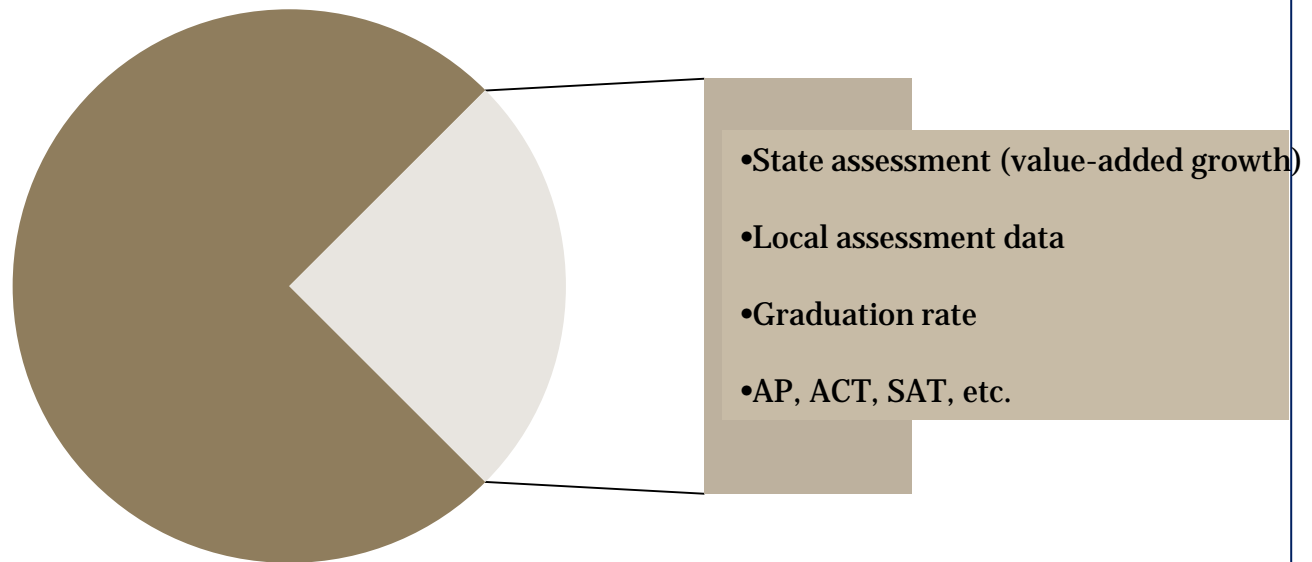
Principal Practice

Fitting It Together: Teacher Practice and Student Outcome Data



Educator Effectiveness

■ Teacher Practice ■ Student Achievement



Rhode Island DOE Model: Framework for Applying Multiple Measures of Student Learning



Student learning rating

+

Professional practice rating

+

Professional responsibilities rating



The student learning rating is determined by a combination of different sources of evidence of student learning. These sources fall into three categories:

Category 1:
Student growth on state standardized tests (e.g., NECAP, PARCC)

Category 2:
Student growth on standardized district-wide tests (e.g., NWEA, AP exams, Stanford-10, ACCESS, etc.)

Category 3:
Other local school-, administrator-, or teacher-selected measures of student performance

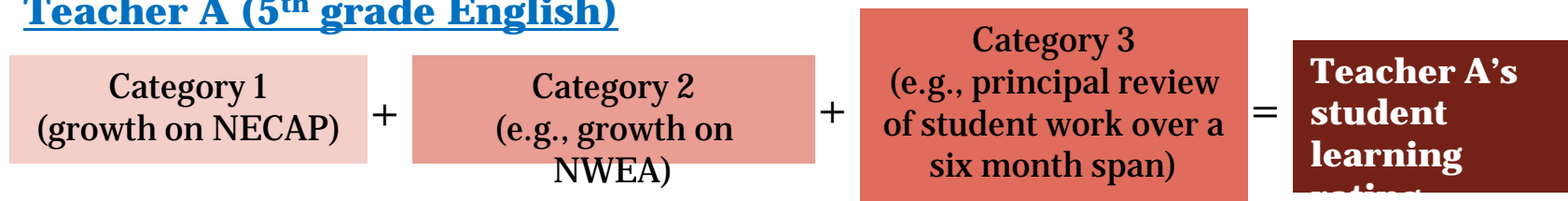
Final evaluation rating

Rhode Island Model: Student Learning Group Guiding Principles

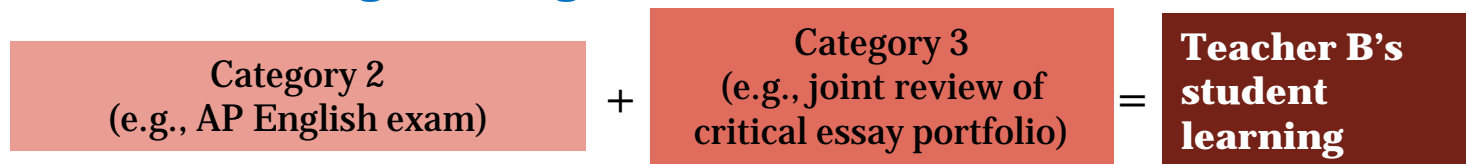


- **“Not all teachers’ impact on student learning will be measured by the same mix of assessments, and the mix of assessments used for any given teacher group may vary from year to year.”**

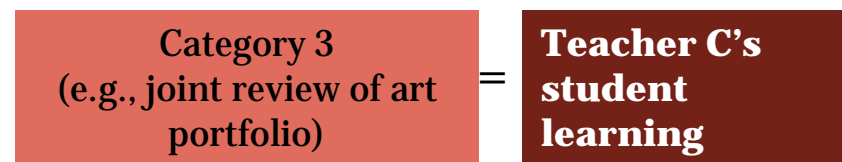
Teacher A (5th grade English)



Teacher B (11th grade English)



Teacher C (middle school art)



This teacher may use several category 3 assessments

New Haven “matrix”

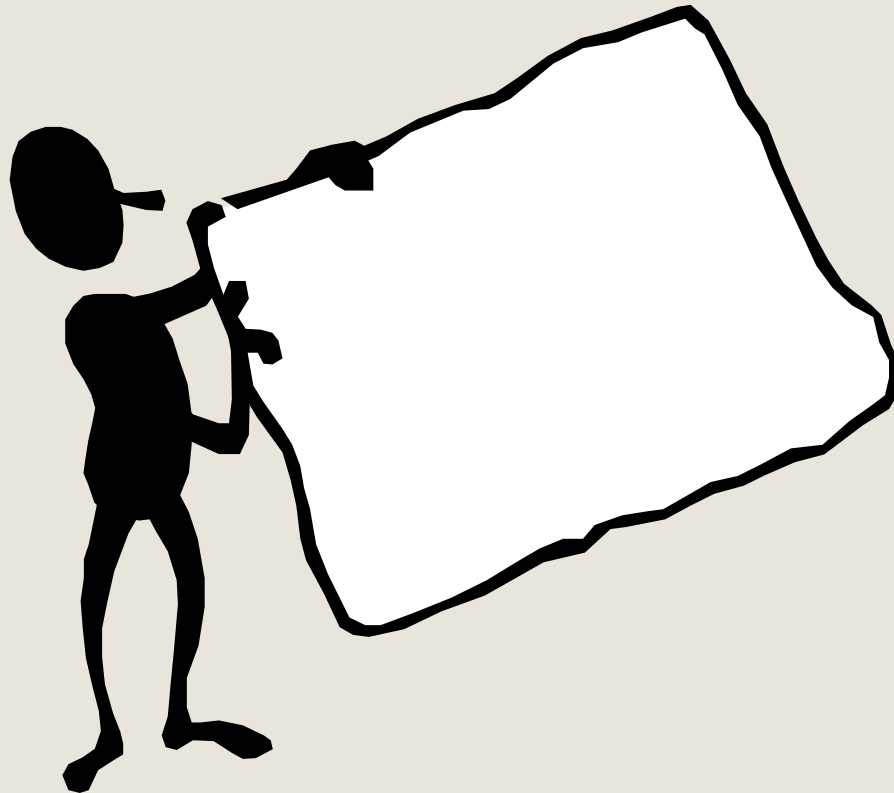
		Student Learning Growth				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

Asterisks indicate a mismatch between teacher’s performance on different types of measures

Small Group Activity 3



Break & Gallery Walk



Flexible Groups

Activity 4



Flexible Groups



- A. Balancing local flexibility with statewide consistency**
- B. Capacity to implement the system**
- C. Methods to support improvement and recognize performance**

Wrap Up & Next Steps



JULIE BRILLI
DEPARTMENT OF PUBLIC INSTRUCTION

Wrap-Up



- Any burning issues?
- Complete the “Looking Forward” sheet



Next Steps



- **Feedback reviewed by Design Team and Workgroup**
- **Design Team and Workgroup to refine major components of system**
- **Design Team and Workgroup to begin developing implementation plans**
- **Wisconsin Model Educator Effectiveness System Framework completed by October 2011**

Thank You!



Contact Information:

- DPI webpage at <http://dpi.wi.gov/tepd/edueff.html>
- DPI email: eeteam@dpi.wi.gov
- Design Team and Workgroup Members
(see conference folder)