

Teacher and Principal Evaluation (TPE)

Communication #9

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TPE Action Team

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The potential for inclement weather on Friday, January 25 prompted the TPE Action Team to cancel the regularly scheduled monthly meeting for LEA TPE Teams. The meeting has been rescheduled for Tuesday, January 29 – same location, same time, and same agenda. It will focus heavily on the networking that LEAs and Superintendents were recommending. Participants are encouraged to form their thoughts and inquiries about topical sessions prior to attending.

Maryland submitted its preliminary plan for completing the implementation of TPE to USDE on January 7, 2013. The preliminary plan used a combination of narrative and exhibits to demonstrate Maryland's intent. Many of the exhibits were created prior to the submission of the preliminary plan and all have been shared previously with the LEAs. MSDE believes that this body of work demonstrates Maryland's good faith and sincere commitment to successfully implementing Teacher and Principal Evaluation and is prepared to provide ongoing information to USDE as it becomes available. The preliminary plan addressed USDE's concerns from three practical perspectives:

- That Maryland can demonstrate a comprehensive plan to implement TPE across its twenty-four LEAs;
- That Maryland can demonstrate an ability to appropriately execute the plan; and
- That Maryland can demonstrate a valid methodology to conduct a thorough analysis of the field tests and a process for translating findings to improve both the state models and the local models prior to implementation.

The State has received preliminary feedback and a request for additional details from USDE and is now awaiting concurrence on the additional information that was provided before finalizing the plan. The State has also initiated a dialogue to define a process and to identify a national resource to assist in the statistical analysis of the TPE project. This discussion has assisted in understanding the membership requirements of such a statistical analysis team and in developing a common data dictionary. The Core Team hopes to move quickly once the TPE Implementation Plan is approved and the TPE Action Team will in turn engage LEAs in subsequent conversations around the content and the deliverability of the data.

MSDE has also completed its review of the LEAs' TPE submissions from December 26, 2012. Determinations will be forwarded to Superintendents, both electronically and by hard copy, before February 1, 2013. In response to Superintendents' interest, a committee has been convened at MSDE to bring greater definition to and demonstration of the concurrent transitioning of the Common Core Standards, the PARCC Assessments, and Teacher and Principal Evaluation. The committee, under Mary Gable's direction, will provide clarity to the timelines and definition to the responsibilities required of the State and the LEAs to simultaneously shepherd these initiatives to completion.

Finally, Maryland was represented at a recent convening of states by the National Governors Association to address Teacher Principal Evaluation. The two-fold objective of the conference was to leverage support for TPE through the application of effective state and local policy and to provide networking forums for states to share common successes, obstacles, and interests. It was reassuring to know that the issues that Maryland has overcome and those that remain are similar across other states and that while our perspectives are often limited to our own experiences, our state appears comparatively well positioned to continue and to complete the TPE journey. Details of the findings from the NGA TPE Conference will be shared during our monthly LEA Meeting.

Inquiries of a general nature or about TPE in its entirety may be directed to Dave Volrath.

Field Test

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Since the December 26, 2012, submission of TPE plans, the TPE Field Test Unit has continued to provide technical assistance to LEAs for ad hoc questions on their submissions. Preliminary technical materials were developed to address MSA score transformation and processes for student to teacher attribution/roster validation are being crafted. Sessions will be presented on both topics during the January 29 LEA meeting. The Unit is looking forward to USDE's review and approval of the State TPE Plan as the impetus initiate a process for monitoring Field Test fidelity and independent feedback between the State, the LEAs, and an external monitor. The TPE Field Test Unit remains ready to assist LEAs to identify enhancements and correctives as they receive determinations of their local TPE Plans.

Inquiries related to the Field Test that are of a design or technical nature (i.e. School Progress Index or MSAs), may be directed to Ben Feldman.

SLOs

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Three sessions relative to SLO implementation will be provided at the January 29 monthly LEA TPE meeting at the Meeting House in Columbia. MSDE appreciated the input received and will continue to use feedback from the LEAs to craft future professional development and SLO resources.

Please mark your calendars for the upcoming Phase 3 Regional SLO Training as follows:

- April 8 - Western Region, Frederick County Public Schools Professional Development Center, Walkersville, MD
- April 11 - Central Region, Carver Professional Development Center, Gambrills, MD
- April 17 - Eastern Region, Chesapeake College, Wye Mills, MD

All sessions will be from 9:00 - 12:00. LEAs are invited to send up to six participants. Registration materials and more details will be sent at a later date.

The SLO Unit continues to provide on-site technical assistance and support as requested. Most recently, on-site SLO professional development was provided to Harford and Prince George's County Public Schools. We are beginning to receive SLO examples from local districts to post on the MSDE TPE website. You may wish to periodically check the website to view these additional resources.

<http://marylandpublicschools.org/MSDE/programs/tpe/>

The SLO Unit recently initiated a dialogue with USDE regarding the expectation for incorporating HSAs into at least one SLO for the evaluation of appropriate high school teachers. USDE appears anxious to facilitate this inquiry; providing both feedback on sample submissions and connecting MSDE to expert contacts. The Unit will be developing a methodology for engaging LEAs in this conversation over the next three months to create applications for incorporating HSAs into SLOs that are valid and satisfy UDSE's directive.

Inquiries regarding Student Learning Objectives or interest in scheduling training for specific audiences should be directed to Linda Burgee.

Professional Development

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Increased effort has been made to include the supervisors of principals in the January 29 (rescheduled) meeting for LEAs. The TPE Action Team sincerely hopes that these individuals can adjust their calendars to attend, since much of the practitioner content and informational design of the sessions is intended to reach this audience. The TPE Professional Development Unit remains prepared to visit LEAs to provide technical assistance with the development and delivery of professional development at the local level. We are also available to provide guidance from the perspective of the State models that may be beneficial to resolving similar issues in local models. We are currently exploring methods for enhancing our outreach to principals and aspiring school leaders through professional associations, the Educator Effectiveness Academies, and local venues.

As MSDE completes the preparation for this summer's Educator Effectiveness Academies, the TPE Action Team recognizes this singular opportunity to engage every principal across the State. This is of particular interest as principals prepare to implement teacher evaluation models that require abilities to craft SLOs and to identify elements of the Common Core within the professional practice of teachers. The TPE Professional Development Unit is partnering with the Division of Instruction to determine how this summer's Educator Effectiveness Academies might contribute to principal readiness to implement TPE.

Inquiries regarding the evaluative professional development skills of executive officers, principals, assistant principals, and instructional supervisors may be directed to Ilene Swirnow.

Communications

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Members of the TPE Action Team will be participating in the upcoming "Leveraging Professional Learning to Increase Principal Effectiveness" conference in Baltimore, sponsored by the CCSSO. They will also be networking with principal associations to identify forums for preparing school leaders and aspiring school leaders for the new evaluation processes. Following the January 29 LEA meeting, online topical discussion forums will be enacted to allow LEAs to continue TPE conversations beyond the meeting. Topics may include teacher SLOs, principal SLOs, student growth measures, teacher professional practice, principal professional practice, attributing student measures to teachers, using lag data in evaluation, determining a cut point for highly effective and ineffective teachers and principals, and others as determined by the meeting. The TPE Action Team remains available to provide public engagement, informational materials, and presentations as needed.

Inquiries regarding communications may be directed to Laura Motel.