

Teacher and Principal Evaluation (TPE)

Communication #16

May 16, 2013

TPE Action Team

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The April 30 LEA TPE meeting provided a great deal of information relevant to year three of the TPE project. With the May 17 submission date for teacher and principal ratings approaching, LEAs were able to see the range of methodologies being employed by districts to arrive at a collective score or measure and how that score or measure is translated into a highly effective, effective, or ineffective rating. While the majority of districts have gravitated to some form of point accumulation process, several employ value matrices or hybrid methods to accomplish the same. The State will be using data from its three pilot LEAs to conduct standards setting that will lead to identifying where the separations occur for determining effectiveness ratings on the State Model's point scale. Directions for the submission of teacher and principal ratings can be found in the Field Test section below, along with the process for districts to submit their final TPE plans. The submission process for local plans will be very similar to the December 26, 2012 process and while it is streamlined to reduce unnecessary work for the LEAs, it will have options that address the inclusion of HSAs, that permit adjusting existing plans, and that allow selection of the State Model.

Findings in the Statewide Summary Report from this year's Field Test were presented by Dr. Meg Dolan at the April 23 meeting of the Maryland State Board of Education. The report was a direct result of fidelity visits conducted in each LEA and reflected the unedited and independent observations of Dr. Dolan. Dr. Dolan's role was not judgmental and was intended to provide stakeholder perspectives and quality control assurances of Field Test implementation. This information has since been shared with superintendents, the Maryland State Education Association, and the Baltimore Teachers Union. Dr. Dolan's perspective that "*the first year ratings may not represent meaningful reflection and professional growth*" is to be expected in that reflection requires a point of past reference that presently does not exist, and professional growth will be an outcome, not a precursor, of the new evaluation processes. A complete copy of the report has been posted to the MSDE TPE webpage.

The TPE Implementation Mini-grants were reconfigured to include Assurance #8 – communications. This assurance was added in response to observations from Dr. Dolan's Summary report and to interests expressed by USDE. Updated copies were forwarded to LEA TPE Points of Contact on May 2, 2013. While we regret the delay, we hope to have the funding confirmed by the Budget Office shortly. LEAs should not submit anything until these amounts are provided.

On May 10, the TPE leadership participated in a phone conference with Special Education leaders from across Maryland. Many of the questions focused on the methods for attributing student performance to special educators. Recall that since its inception, the effort to incorporate student growth measures into the evaluation of teachers and principals was based on the premise that the performance of students would be attributed to those educators most responsible for the delivery of the instruction to the student. In Maryland this has been defined as the teacher(s) of record with the measures being MSA Reading and Mathematics. The MSA evaluation component comprises 20 percent of the evaluation rating. USDE has also required the same application for utilizing HSAs in the evaluation process. This evaluation component must be included in at least one of the SLOs for teachers of HSA tested courses. Special educators often have added degrees of attribution associated with collaborative cooperative teaching, instructional teaming, and subject area instruction. At question is the degree to which the sharing of student performance across multiple teachers satisfies the original intent within the application of the 20 percent MSA component. In Maryland, the teacher(s) of record is defined as those individuals "most directly responsible for the delivery of instruction to the student." In the simplest of terms, this would be the Mathematics and the English/Language Arts teacher. The definition was carefully crafted however to allow for shared attribution – provided those sharing the attribution continued to be the individuals most directly responsible for the delivery of the instruction.

With this in mind, educators who teach collaboratively, re-group students, or work across-teams could agree with their principal to share student performance measures among those teachers who delivered instruction to the students. With evidence of purposeful planning and intentional teaching, it is possible to extend the sharing of these student performance measures to members of an instructional team beyond the Mathematics or English/Language Arts teacher(s) however this consideration must include joint agreement by the teachers and the principal and clear evidence of the sharing and execution of these instructional responsibilities. Concurrently, it would not be permissible to apply such measures to teachers, including special educators, who did not directly deliver instruction, as described above, to the student(s). To attribute a student's performance measure to teachers who did not have instructional contact with the student fails to consider the work individuals do to support student learning and neglects the fact that not all teachers do the same thing.

During the last few weeks, we have been able to conduct several investigations utilizing evaluation data and processes from multiple districts. These demonstrations have allowed us to construct the impact of various measures on the rating scores of educators. Similar investigations in early March verified the suspected weaknesses in the original TRSG-MSA Translation methodology, which resulted in the change to the more precise and teacher beneficial Maryland Tiered Achievement Index (M-TAI). Our most recent investigations centered around the effects experienced by the application of a collective measure (School Progress Index-SPI) and the application of a shared measure (Grade Level Index-GLI) on teacher ratings. In the case of the SPI, we first looked at its 10 percent impact in the State Model versus its absence in local models. On average, we found that 73 percent of the teachers experienced a decline on their rating scores with the addition of the SPI outside of the 20 percent MSA component. A subsequent investigation then considered the impact of inserting the SPI within the 20 percent MSA component. The common belief was that further reducing the MSA to only 10 percent and inserting the SPI as 10 percent would be beneficial to teachers. The result was that 95 percent of teachers received no scoring benefit from a 10 percent MSA/10 percent SPI split and 69 percent actually experienced a loss in their evaluation rating scores. In an odd twist, the precision of the M-TAI translation of student growth, combined with the State's attribution protocols, appear to make student test scores beneficial to the evaluation of teachers in tested areas. Such a relationship would be an extraordinary accomplishment. Clearly, additional thought must be given to the value of maintaining the SPI or similar collective measures in evaluation models. A third investigation looked at the impact when student performance measures are shared among teachers. It has long been understood that such a sharing of scores is but a regression to the mean, where some teachers experience a benefit and others experience a decrement. What was unknown was the degree to which these two occurred. Thus far, it appears that this band is between eight and 10 percentage points. In other words, teachers could lose or gain as much as four or five percentage points on their evaluation ratings. Teachers will need to know this before entering into shared score agreements with their evaluators. It is apparent that these data driven investigations can help to inform adjustments to local and state models.

Two meetings, critical to the TPE project, occurred recently. The Maryland Council on Educator Effectiveness conducted their semi-annual advisory meeting. The Council was updated on all that has occurred with the TPE project since their last meeting in December 2012, and heard directly from LEA TPE Teams from Baltimore and Wicomico Counties. The MSDE TPE Action Team and the Council are grateful to the participants from Baltimore and Wicomico Counties who made the journey to Annapolis on short notice. Their perspectives, as always, were essential to the Council's understanding the status of readiness for district implementation. The Council expressed an interest in three areas: Communications, Professional Practice, and Professional Development. Despite the transparency of the TPE project and the availability of information, it is apparent that impediments remain which inhibit the seamless flow of information to the classroom level. These obstacles appear more unique to internal LEA protocols than external factors. A greater MSDE Communications Plan is presently being crafted. The TPE Communications Specialist is working with the committee that is doing this work to maximize the interface of the plan with TPE. The Council also expressed an interest in how the project will move towards the remaining matters of the Professional Practice components of the evaluation and the associated Professional Development Plans for teachers and principals. These interests interface perfectly with the Year Four Plan for TPE which is targeted to creating complementary modules for Professional Practice, developing and implementing a comprehensive professional development plan, and extending the professional development initiative around SLOs.

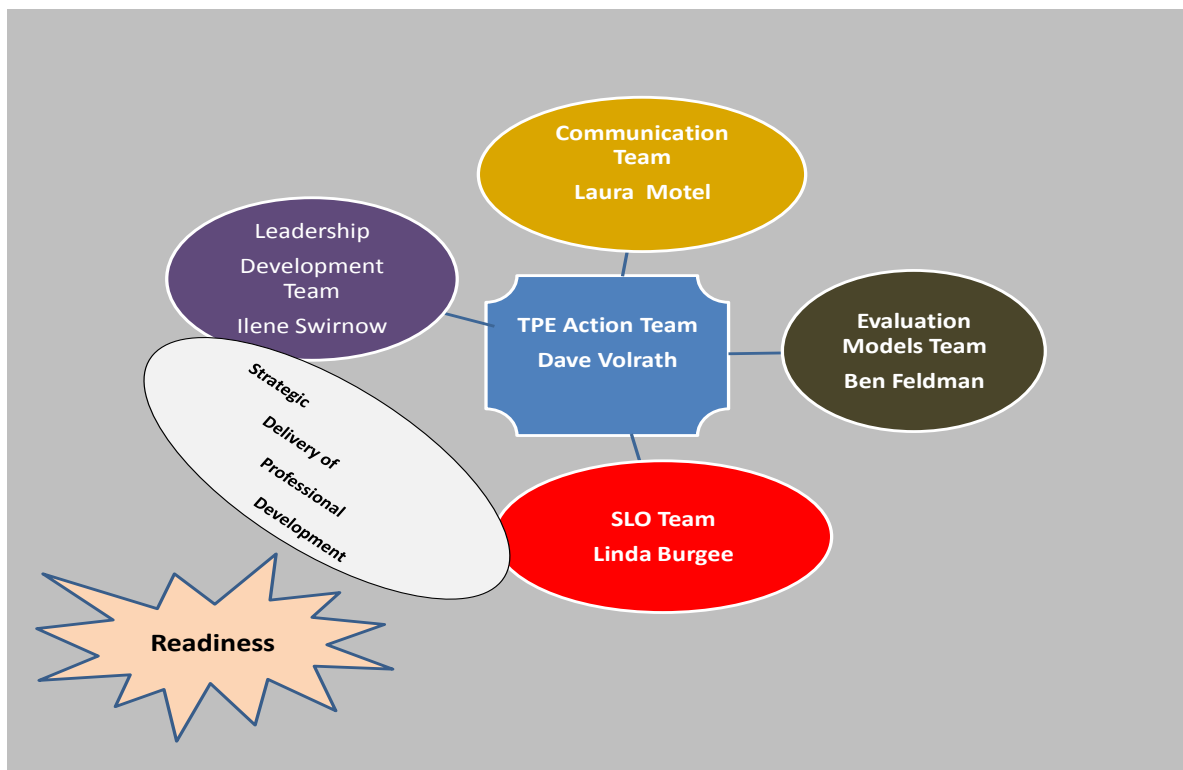
More significantly, the Maryland State Board of Education (MSBE) conducted a rare work session on May 8 that focused on both the TPE project and the CCSS/PARCC/TPE transition plan that Dr. Henry Johnson, MSDE Assistant State Superintendent for Curriculum and Assessment, is shepherding. The two hour format on TPE facilitated both capacity building and dialogue, enabling the MSBE to engage in discussions of clarification and direction. The MSBE was provided background information to address seven impending decision points critical to year four of the project:

1. The merit of the School Progress Index in teacher evaluation and its maintenance in the Maryland State Teacher Evaluation Model
2. The standardizing of three Student Learning Objectives in the Maryland State Teacher and Principal Evaluation Models to include one SLO that is based on the emerging protocols for incorporating HSAs into evaluation
3. The determination of effectiveness ratings for the Maryland State Teacher and Principal Evaluation Models using a "standards setting" that is based upon results from the three State pilot experiences
4. The distribution of mini-grants that require decentralized quality control assurances on the part of LEAs to support local implementation needs
5. The determination of a method for monitoring and validating local quality
6. The finalizing and communication of a plan that articulates Teacher and Principal Evaluation with the concurrent initiatives of the Common Core State Standards and the PARCC assessments
7. A quick determination of either approved local models or LEAs defaulting to the Maryland State Teacher or Principal Models must be rendered as soon as possible after the June 7, 2013, submission date

The TPE Action Team will bring forward details for recommendations to each of these decision points to the State Superintendent to determine final direction. The MSBE also asked Dr. Lowery to seek information regarding the parameters and the validity of a recent survey that was conducted by the Maryland State Education Association (MSEA). Having projected analyzes and assertions based upon a sampling of less than one percent of teachers, the survey was admittedly characterized by MSEA as being unscientific.

As explained previously, WestEd has accepted the assignment to conduct a thorough investigation of the TPE project. They are finalizing a prospectus for conducting this work and will begin with an electronic survey to educators across the State that begins on May 20 and closes on June 7. They will also be seeking additional data from LEAs during the summer to explore the dynamics and relationships within the evaluation models.

Finally, with consideration of the evolving nature of this project, the TPE Action Team is re-configuring itself and our roles to better respond to the changing demands within the final year of the project. While the primary focus will be professional development, technical assistance will continue with the WestEd Project Analysis and with communications. Sustainability strategies and assurances will be addressed as we approach mid-year.



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

Evaluation Models

- Provide Quality Control Assurances to USDE i.e. Mini-grant Section 1
- Serve as Budget Analyst for Project #48
- Provide Implementation Technical Assistance to LEAs
- Conduct further analysis of State Field Test
- Serve as Liaison with WestEd on Project Analysis
- Liaise with MSDE Assessment offices

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Updates:

The MSDE Field Test Team continued testing approaches to MSA translation. The last version of the Maryland Tiered Achievement Index, M-TAI 2, increases the value of 10 cells and appears to perform with precision. The Field Test Team has also tested the performance of common measures and grade level measures. Preliminary findings were shared with LEAs at the April 30 meeting.

The next major event will be support to LEAs as they submit their materials required by May 17, 2013 to discharge their Field Test responsibilities. A more detailed file will be requested from the three LEAs that piloted the State Model on June 1, 2013. An additional detailed file will also be requested from all RTTT LEAs this summer, pursuant to our partnership with WestEd.

May 17, 2013, Field Test Teacher & Principal Rating Submission:

Detailed guidance for the May 17 submissions of teacher and principal ratings was provided separately to LEA points of contact on May 10. All RTTT LEAs are required to submit the results of their participation in the Field Test by May 17, 2013. A new file has already been placed on DocuShare. There are only two new columns added to the file that is due by May 17. The first asks that the LEA identify whether the elementary education teachers are instructing Reading, Math, both, or neither. The second new column requests a final summary rating of ineffective (IE), effective (E), or highly effective (HE).

LEAs seeking on-site technical assistance prior to this date are asked to make this request as soon as possible to ensure they can be accommodated.

June 7, 2013, Final Plan Submission:

Directions regarding the final submission of Local TPE Plans were forwarded to LEA Points of Contact on May 15, 2013.

Inquiries related to Evaluation Models may be directed to Ben Feldman.

SLOs

- Chair the SLO Sub-group
- Coordinate all SLO Professional Development Activities
- Coordinate SLO work within PD plan with Ilene Swirnow

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Statewide SLO Convening: The Statewide SLO Convening will be held on June 12 from 9:00 AM – 3:30 PM at Anne Arundel Community College. Local school systems are invited to send up to eight participants per school system.

The overall purpose of the day is to provide opportunities for MSDE staff and LEAs to share information and resources about how they are approaching their SLO work and training in three major areas: Identifying Critical Content, Assessments for SLOs, and Principal/School-Wide SLOs.

The morning will consist of content-alike work sessions focused on the identification of critical content. The sessions will be facilitated by the MSDE content specialists. This session is geared toward content supervisors/coordinators and executive officers with curriculum responsibilities. Breakout sessions will include English/Language Arts, Math, Science, Social Studies, Health/Physical Education, Visual and Performing Arts, Career & Technology Education, Early Childhood Education, and World Languages.

There will be three concurrent sessions in the afternoon. Participants will choose from one of the following three options:

Assessments and Measures for Content Areas: This is a continuation of the morning content-alike work sessions with a focus on sharing and discussing assessments, rubrics, etc. currently in use or in development in school districts for each of the content areas. This session is geared toward content supervisors and coordinators.

Tools and Practices for Selection of Assessments and Measures: This session focuses on protocols, assessment maps, selection criteria, teacher training, and other district-level tools and resources used to provide direction and guidance for the selection and use of assessments for SLOs. This session is geared toward central office staff whose responsibilities include the identification and/or approval of assessments and measures to be used with SLOs, or who provide training regarding assessment selection.

Principal and School-Wide SLOs: This session focuses on approaches and expectations for principal SLOs and the use of school-wide SLOs aligned with school and district improvement plans. This session is geared toward executive officers who evaluate principals and others interested in how to approach school-wide SLOs.

Several local school systems will be asked to briefly share their experiences/work as part of each session. If you are interested in presenting, please contact Linda Burgee at lburgeon@msde.state.md.us.

All districts will be asked share forms, templates, guidebooks, SLO assessment protocols, sample SLOs, etc. via an SLO DropBox that we are in the process of establishing. LEAs have expressed the need for an inventory of the assessments that districts are using for SLOs. If you already have an inventory, please include this in the documents you share. It is recommended that you begin to gather information and documents that you wish to share so that you are ready to submit these items when our DropBox is established. DropBox directions will be included in the next communication.

In a separate communication, you will receive a final agenda which will include campus directions, room assignments, parking arrangements, etc., as well as registration information. Questions regarding the Statewide SLO Convening should be directed to Linda Burgee.

Use of HSA Data for SLOs: On the TPE website you will find a memo outlining the process to develop recommendations as well as the draft recommendations for the use of HSA data for SLOs for high school teachers in tested areas and high school principals. These draft recommendations were presented to the superintendents at their May 3 meeting and, pending their feedback, will become effective beginning in school year 2013-2014. These documents can be found at:

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

Professional Development: Professional development for SLOs was recently provided to school system ESOL and World Languages supervisors and coordinators, Howard County Social Studies teachers, central office and building administrators in Baltimore County, and teams of teachers and building administrators from all schools in Harford County.

To date, we have provided 94 professional development sessions for approximately 4000 total participants.

Inquiries regarding SLOs may be directed to Linda Burgee.

Leadership Development

Professional development training was provided to the principals and executive officers in Baltimore County on May 2 and May 3. The focus was on the principal evaluation system. As we come to the end of this school year, the TPE Action Team is working on a strategic

- Chair the Leadership Development Sub-group
- Coordinate all Non-SLO Professional development Activities
- Coordinate Non-SLO work within PD plan with Linda Burgee
- Respond to "Personnel Readiness" section of the mini-grants particular as it applies to Executive Officers, Principals, and other evaluators
- Assist in the coordination of Professional Development efforts across CCSS, TPE, and PARCC
- Deliver Professional development in conjunction with and in consideration of the annual evaluation cycle
- Facilitate the construction of Professional Practice Modules with external resource

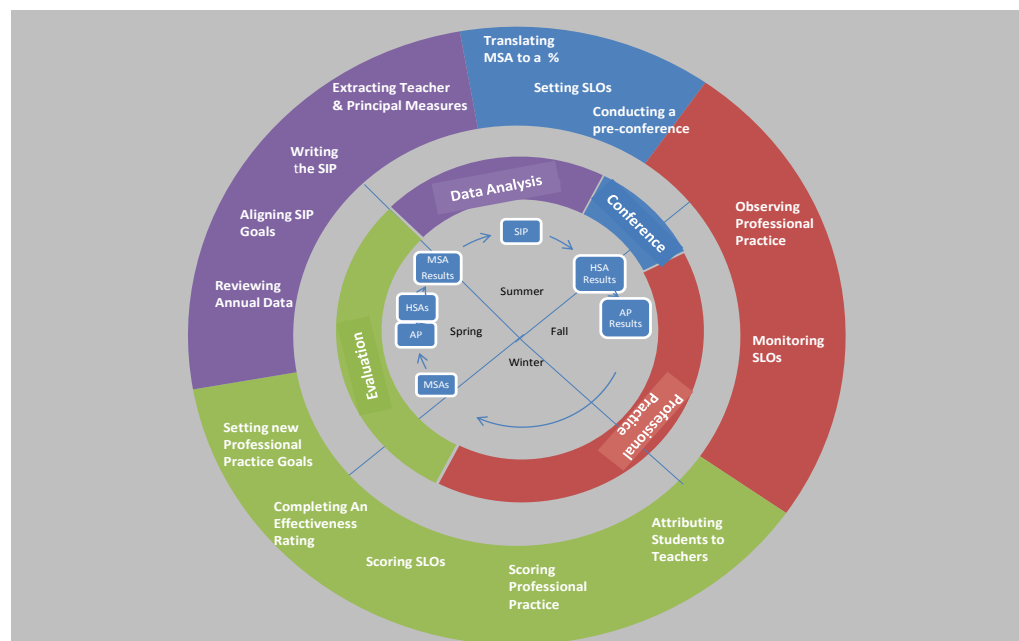
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master plan for the delivery of professional development for school year 2013-14. As you may recall, the LEAs asked that the TPE professional development provided by MSDE concentrate initially on the student growth portion of the new evaluation system, since that was new learning for all educators. As a result, this year there were many training opportunities focused on Student Learning Objectives (SLOs).

Moving forward, it is essential that both components of TPE – student growth and professional practices – are incorporated into a seamless implementation process. Since SLOs are both a means to assess student learning growth and a rich professional practices process that educators control at the school level, the goal will be to work with executive officers to provide assistance to principals and teachers to successfully implement both aspects of TPE in their schools.

Mark your calendars: Executive officers will receive an invitation to participate in a half-day session on either July 9 (Eastern Shore) or July 10 (Howard County) that will address the following: chunking the work to more effectively manage the process at appropriate times of the year (specifically June – September); identifying relevant evidence to collect in each stage of the evaluator process; preparing for the initial conference with the principal; and analyzing and utilizing relevant data to assist in goal setting, SLO creation, and the initial conference.

Recall that LEAs initially expressed comfort with the evaluation domains associated with the familiar, traditional measures of professional practice and recommended deferring attention to these domains until the unknown variables surrounding student growth measures were finalized. With the submission of final local TPE plans on June 7, 2013, the TPE Action Team will turn its full attention to the professional development that is necessary to measuring Professional Practice, crafting professional development related to the evaluation process, and creating the teacher and principal Professional Development Plans essential to facilitating continuous performance improvement. To that end, a comprehensive and complex TPE Professional Development Plan is being produced for year four of the project to ensure that individuals impacted by new evaluation methods are prepared in advance of each operational expectation. In the following diagram, the inner circle indicates the annual evaluation stages while the outer circle indicates the professional development training that must precede each stage.



Building the TPE Professional Development Calendar

	<p>The TPE Action Team is currently developing the matrix that will crosswalk what various evaluation stakeholders need to know and be able to do to successfully complete year one along with how that training information will be delivered.</p> <p>The plan will give consideration to:</p> <ul style="list-style-type: none"> • Meeting Frequency • Meeting Location • Attendee/Group Make-up • Common Messaging • Reduced Redundancies • Topical Interests • Delivery Preferences <p>Inquiries regarding Leadership Development may be directed to Ilene Swirnow.</p>
<p><u>Communications</u></p> <ul style="list-style-type: none"> ➤ Refine and maintain communication structures with LEA Communication Officers ➤ Assume lead in construction of monthly TPE Communication bulletins in July ➤ Craft as needed MSDE communication deliverables ➤ Coordinate TPE engagement logistics ➤ Update and Maintain TPE Webpage <p style="text-align: right;">Laura Motel lmotel@msde.state.md.us</p>	<p>The May meeting of LEA TPE Teams will be structured around technical assistance associated with the June 7 submission of final local TPE Plans. Time is being set aside on May 29-30 by the MSDE TPE Action Team to conduct teleconferences as needed and as requested by individual LEAs. During the week of May 20, Laura Motel will be forwarding instructions, separate from the Communication Bulletin, to LEAs seeking to arrange a teleconference. LEAs that have successfully completed their local plans for submission are not required to schedule a conference.</p> <p>Throughout this project, the TPE Action Team has tried to remain transparent and inclusive in our work. Information that results from opinion or hastily and poorly constructed surveys does little to contribute to purposeful dialogue or advance collaborative relationships. On a related communication note, the TPE project was questioned at the recent Maryland Council on Educator Effectiveness meeting about the complexities around getting accurate information from the MSDE level into the hands of the classroom teachers. While the TPE Team can produce timely and accurate information and make it publically accessible, we are unable to insure that such information finds its way to the necessary practitioner levels within the LEAs. We are asking all LEAs to please consider local alternative methods for efficiently moving TPE information into the hands of those with a need to know who are entrusted with the execution of the work.</p> <p>The next TPE communications document, Communication #17, will be released in the week of May 27.</p> <p>Inquiries regarding communications may be directed to Laura Motel.</p>