

Curriculum Directors' Conference

Teacher and Leader Evaluation Systems

September 29, 2011



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Setting the Stage

“The journey of a thousand miles begins with one step.”

Lao Tzu

“Great teachers and outstanding principals strive to help every student unlock their potential and develop the habits of mind that will serve them for a lifetime. They believe that every student has a gift—even when students doubt themselves.”

Arne Duncan



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Update

- Status of steering committees work
 - Evaluation Steering Committee
 - Value Added/Growth Committee
 - Other Measures Committee
- Integration of components into a comprehensive, aligned evaluation system for teachers and leaders



Update

- Cohesive, common-sense approach focusing on continuity and alignment
- Emphasis on this being an integrated system, not a list of disjointed measures and components
- Cleaner organization and terminology



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Teacher Keys Evaluation System

Teacher Keys Evaluation System
(Generates a Teacher Effectiveness Measure Score)

Teacher Assessment on Performance Standards
(Data sources include observations and documentation)

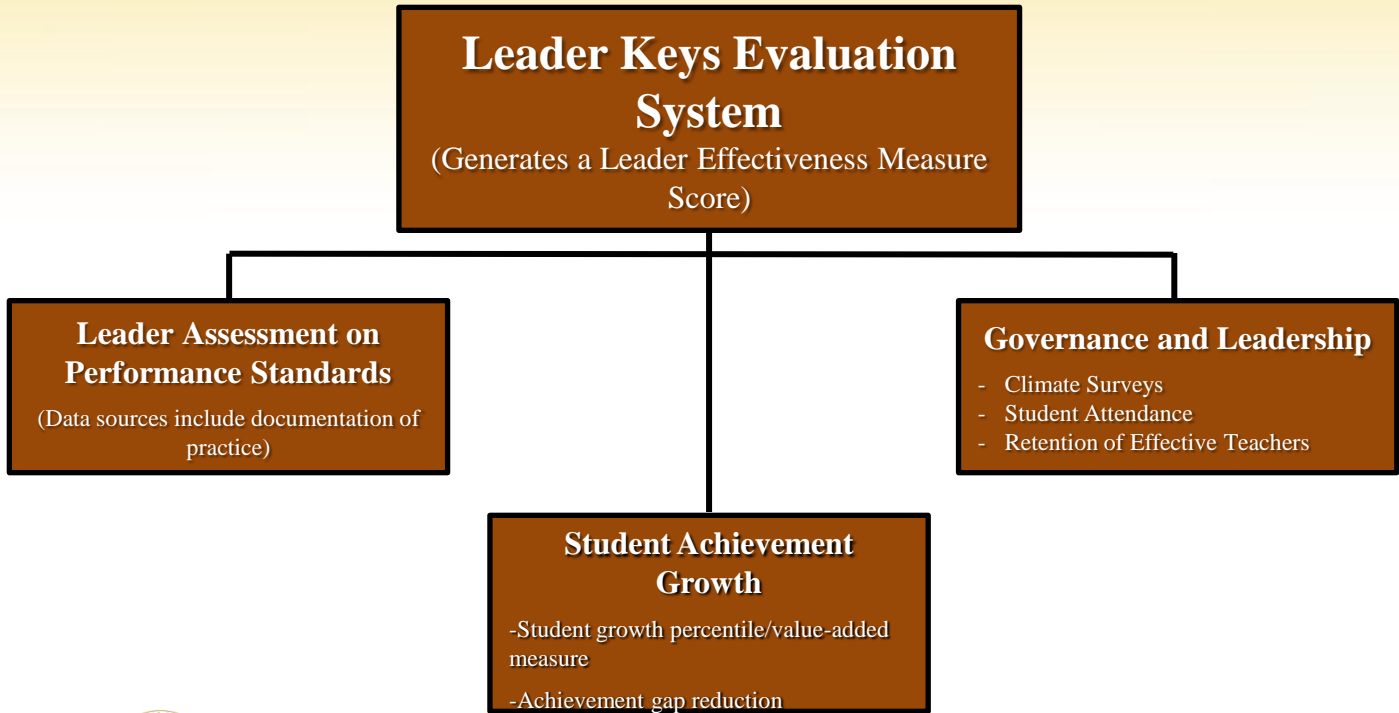
Surveys of Instructional Practice
(Primary, Intermediate, Middle, and High School)

Student Growth and Academic Achievement	
Tested Teachers <ul style="list-style-type: none">- Student growth percentile/ value-added measure- Achievement gap reduction	Non-tested Teachers <ul style="list-style-type: none">- DOE-approved district achievement growth measures- Student Learning Objectives



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Leader Keys Evaluation System



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Teacher Assessment on Performance Standards

PLANNING

Professional Knowledge
Instructional Planning

INSTRUCTIONAL DELIVERY

Instructional Strategies
Differentiated Instruction

ASSESSMENT OF AND FOR LEARNING

Assessment Strategies
Assessment Uses

LEARNING ENVIRONMENT

Positive Learning Environment
Academically Challenging
Environment

PROFESSIONALISM AND COMMUNICATION

Professionalism
Communication



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Leader Assessment on Performance Standards

SCHOOL LEADERSHIP

Instructional Leadership

School Climate

ORGANIZATIONAL LEADERSHIP

Planning and Assessment

Organizational Management

HUMAN RESOURCES LEADERSHIP

Human Resources Management

Teacher/Staff Evaluation

PROFESSIONALISM AND COMMUNICATION

Professionalism

Communications and

Community Relations



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Surveys

- Final versions of Surveys of Instructional Practice for teachers are being developed and aligned to the Teacher Assessment on Performance Standards
- Final versions of climate surveys for leaders are being developed and aligned to the Leader Assessment on Performance Standards



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Surveys

- Integration into the evaluation handbooks, training, and supporting materials
- Electronic survey tools in development
- Administration to be streamlined to minimize time commitment required



Student Achievement / Growth

- One concept, two types of measures
- Value-added / student growth percentile measure for tested grades and subjects
- District-level student learning objectives and other measures for non-tested grades and subjects



Student Achievement / Growth

- District-level student learning objectives and other measures for non-tested grades and subjects
- Developed at the district level, approved by GaDOE
- Existing assessments may be used whenever appropriate
- Training and support will be provided by GaDOE



Pilot Schedule

- October 3-7, 2011: Training of GaDOE and system trainers on the Teacher Keys Evaluation System
- October 10-14, 2011: Training of GaDOE SI personnel and RESA leaders on the Teacher Keys Evaluation System
- October 2011-December 2011: Training provided for the twenty-six RT3 districts on the Teacher Keys Evaluation System (GaDOE leads with system trainers to support).
- December 2011: Training of GaDOE trainers on the Leader Keys Evaluation System
- January 2012: Training provided for district personnel in the 26 RT3 districts on the Leader Keys Evaluation System.



Pilot Schedule

- January – May 2012: RT3 Districts will pilot the Teacher Keys and Leader Keys Evaluation Systems.
- End of 2011-2012 School Year: Reliability and validity study will be completed for the Teacher Keys Evaluation System and the Leader Keys Evaluation System.
- 2012-2013 School Year: Restructured, validated evaluation systems will be used by the twenty-six RT3 districts in all schools, as well as offered to other districts, for school year 2012-2013. Up to 60 districts each year may choose to implement the new evaluation systems from 2012-2013 forward.



Measurement of Student Growth

- Growth models move beyond proficiency or status indicators to describe the progress students, schools, and districts have made over the course of an academic year.
- Many believe growth better answers the question, *“Are all students learning?”*
- Growth models, in their most basic form, compare the academic performance of students between two points in time (such as previous year and current year).



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Why Focus on Growth?

- Growth measures can help answer critical questions:
 - Did the student make a year’s worth of progress?
 - Is the student on track to meet standards?
 - Did the student grow more or less than similar students?
- Growth measures can also be used to:
 - Enhance accountability
 - Improve teaching and learning
 - Provide an indication of educator effectiveness (when used in conjunction with other indicators)



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Approaches to Measuring Growth

More Simplistic

- **Categorical**
 - e.g. Growth from DNM to Meets
- **Gain Score**
 - Current year's scores – previous years' scores
 - Requires a vertically-scaled assessment program

Note: There is no “best” approach. Suitability depends on purpose and use.

More Sophisticated

- **Value-Added**
 - Considers prior student achievement (and sometimes other background variables) to determine expected growth
- **Normative**
 - Compare student performance to a norm group to determine if growth is typical, high, or low

Note: All classification schemes have limitations; categories are not mutually exclusive.



How do Growth and Value Added Differ?

- Growth and value added models are not necessarily mutually exclusive.
- Any model that establishes a relationship between growth and effectiveness falls within the value added arena.
- Growth models become value added models when the results are attributed to an educator or a program.



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Growth Committee Work to Date

- Committee's prioritized growth model outcomes:
 - Educators have a clear understanding of growth needed for students to become proficient in a year's time
 - Educators, holding high expectations for all students, have a deeper understanding of the impact of their teaching on the extent of student learning in classrooms, schools, districts
 - Educators are provided with reliable data with respect to the academic growth of students
 - Students and their parents have a clearer understanding of growth needed to reach proficiency and beyond
 - Community will have a clearer understanding of the extent of learning in schools



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Growth Committee Work to Date

- State assessments to be included within any selected model:
 - CRCT, CRCT-M (if possible), EOCT
- Deeper dive into experiences of others using value added and normative growth models
 1. MA (SGP)
 2. TN (VAM-SAS)
 3. OH (VAM-SAS)
 4. GA (SGP)
 5. Atlanta Public (VAM-VARC)
 6. White County(Pioneer RESA)
 7. Dade County(VAM-SAS)



Committee's Top Priorities

1. The precision of the model must be prioritized when considering the trade-offs between simplicity and sophistication.
2. The model must account for cases in which students receive instruction from multiple teachers in the same core subject.
3. The model must account for student mobility.
4. The model should work in concert with other measures of effectiveness and be stable over time.
5. Georgia must own or have rights to the model methodology and outcome data.
6. The model must be able to show change in the effectiveness of Georgia's work force over time.



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Committee's Ongoing Work Priorities

- The committee continues to make decisions regarding:
 - Teacher of Record and Contributing Professional Business Rules
 - Guidelines for determining which students and educators will be included in the selected model
 - Training plan for teachers, principals, districts and other stakeholders
 - Implementation guidelines
 - Reporting procedures
 - Communication
- In addition, the state is working with a **TAC** to guide decisions regarding model selection, implementation, and usage



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Purposes of the Induction Task Force

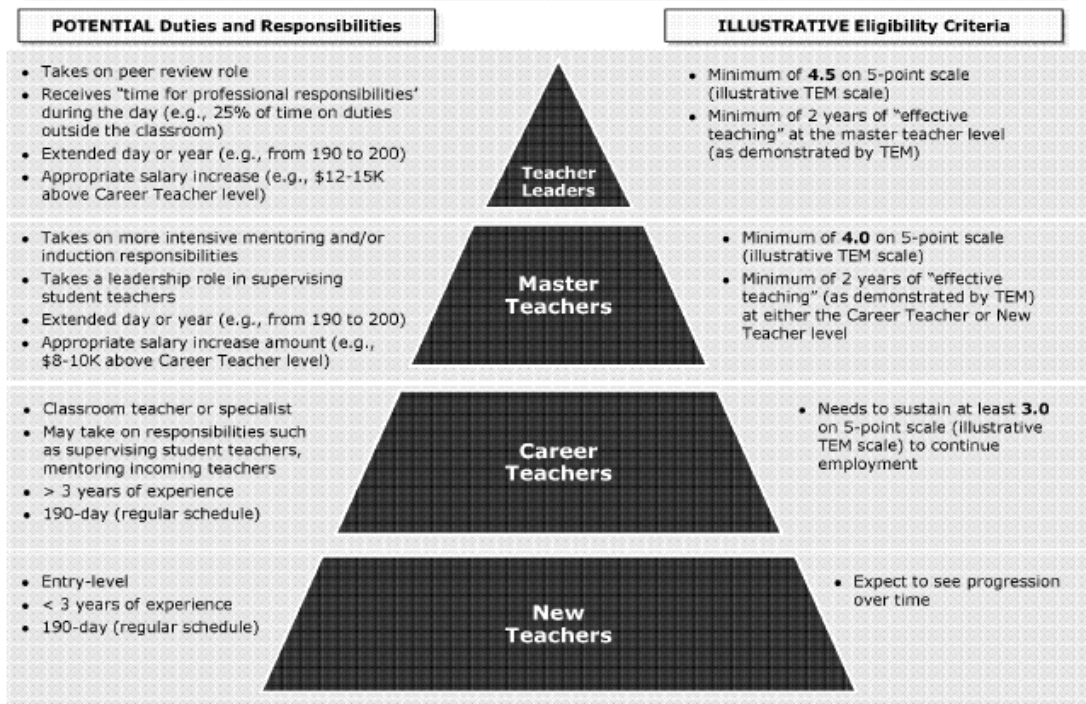
- Establish teacher and principal induction standards and guidelines, and
- Inform statewide policy and development in the areas of teacher and principal induction.



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Career Ladder

Career Ladder Guidelines



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Induction Time Line

- September 30, 2011
 - Induction guidelines for teachers and principals will be published to the 26 RT3 school districts via webinar and web site
- October 2011-May 2012
 - Department of Education will provide technical assistance to the 26 RT3 districts in designing and developing their induction programs for teachers and principals.
 - Induction Task Force will develop standards and revise guidelines as needed.
- June 2012-May 2013
 - RT3 school districts implement teacher and principal induction programs.



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Induction Expectations

- Induction guidelines should be scalable, with required elements and optional elements so that districts can tailor the induction programs to their specific needs.
- RT3 school districts are required to develop and implement teacher and principal induction programs using these guidelines.
- All school districts in the state will be encouraged to use the induction guidelines for teachers and principals.



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