Teacher Evaluation and Student Growth

RTTT Networking Meeting
October 24, 2014
Urbana School District #116
Setting the Context

• USD116 adopted a Strategic Plan in 2011
• USD116 joined RTTT in 2012
• Driven by what is in the best interest of our students
• Mission:
  – Personally challenging educational goals
  – Engagement
  – Comprehensive and innovative programs
What do we want our students to learn?

How will we know that they are learning?

What does good learning look like?

How do we respond to their learning?

Outstanding Schools in an Outstanding Community
USD#116 as a District of Interconnected Professional Learning Communities Supported by Data Teams:
Analysis of Evidence and Focused Discussion About Student Learning Enables Us to Respond to the Needs of ALL Students

- **Common Core Shifts** (Close Reading, Evidence-Based Argument, Student Discourse); **Analysis of Student Work; Common Rubrics; Exemplars**
  - Data Teams: Program Council, Departments & District Grade Levels

- **PERA Changes** (*Supportive Supervision & Evaluation Plan, Danielson Framework for Effective Teaching, Student Growth Component*)
  - Data Teams: Course-Alike Teams or Individual Teachers in Collaboration with Evaluator

- **Responsive Teaching & Differentiated Instruction** (*Danielson Framework for Effective Teaching*)
  - Data Teams: Building-Level Course-Alike or Grade Level Teams, Instructional Coaching, Mentoring

- **Curriculum & Standards Alignment; District Balanced Assessment System**
  - Data Teams: District Committees

- **Collaborative Framework for Academics & Behavior**
  - Data Teams: Building-Level Teams, School Improvement Teams

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**Outstanding Schools in an Outstanding Community**
Performance Evaluation Reform Act (PERA)

USD116 Response & Implementation of Student Growth

Outstanding Schools in an Outstanding Community
Overview

- Legislated changes to Supportive Supervision and Evaluation at the state level (2010)
- Three key areas of change
  - Sequence of Dismissal
  - Supportive Supervision and Evaluation Plan
  - Student Growth Model
District Supervision and Evaluation Standing Committee

- Joint committee for Sequence of Dismissal (SOD)
- Supportive Supervision and Evaluation Committee (SSEP)
- Student Growth Model Committee (SGM)
Major Changes

- Designations for RIF process – Four Groups (Sequence of Dismissal)
- Professional Practice
  - Summative Evaluation Rating Scale
    - Excellent
    - Proficient
    - Needs Improvement
    - Unsatisfactory
  - Common Framework for Observation aligned with IL Professional Teaching Standards
- Student Growth
## Timeline for USD

<table>
<thead>
<tr>
<th>Year</th>
<th>Joint Committee for Sequence of Dismissal Committee (SOD)</th>
<th>Summative Evaluations Ratings (4) Sequence of Dismissal SSEP Committee SGM Committee</th>
<th>SSEP Implemented (100% of summative rating)</th>
<th>Full Implementation of all Components SSEP (70%) Student Growth Implemented (no stakes) Student Growth (30%)</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>Determine criteria</td>
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<tr>
<td>2012-2013</td>
<td>Summative Evaluations Ratings (4) Sequence of Dismissal SSEP Committee SGM Committee</td>
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<td>2013-2014</td>
<td>SSEP Implemented (100% of summative rating)</td>
<td></td>
<td></td>
<td>Full Implementation of all Components SSEP (70%)</td>
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<td>2014-2015</td>
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<td>Student Growth Implemented (no stakes) Student Growth (30%)</td>
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Outstanding Schools in an Outstanding Community
STUDENT GROWTH MODEL
Student Growth Model

USD 116 Model

- Student Growth
- Professional Practice

Outstanding Schools in an Outstanding Community
PERA Guidelines

• **Student growth measurement** as a **significant factor** in an overall rating for teacher evaluation.

• Student Growth Definition:
  “Demonstrable change in a student’s learning between two or more points in time”
PERA Guidelines

• **All teachers** must use one Type III **PLUS** a Type I or Type II

• If no Type I or II is available, then two Type III assessments may be used per agreement between the teacher and the evaluator
# PERA Assessment Types

<table>
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<th>Type I</th>
<th>Type II</th>
<th>Type III</th>
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<td>An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is <strong>widely administered beyond Illinois</strong></td>
<td>An assessment developed or adopted and approved by the school district and used on a <strong>district-wide</strong> basis that is given by all teachers in a given grade or subject area</td>
<td>An assessment that is rigorous, <strong>aligned with the course’s curriculum</strong>, and that the evaluator and teacher determine measures student learning</td>
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Examples: DEA, EPAS (ACT series), Work Keys, AP/IB, DIBELS, TENS, MCOMP, MCAP, RCBM, ACCESS

Examples: **Collaboratively developed common assessments**, curriculum tests, assessments designed by textbook publishers, district writing prompt

Examples: teacher-created assessments, assessments of student performance, student portfolio, school-wide writing prompt . . . **Specific to one school or classroom**
Simple Growth Model

- Compares pre- and post-performance data to measure student growth in the classroom
- Accurately reflects the progress of students in all classroom settings
- BEWARE: Growth vs. Attainment!!
- “What will students learn this year/unit/grading period and how will we know they learned it?”
Student Growth Objectives (SGOs)

SGOs Are:
- Measureable, significant academic growth targets that a teacher, or group of teachers, set at the beginning of each course or grade for all students or subgroups of students.

Each SGO Includes:
- Course Name or Grade Level
- Rationale for the objective
- Standard(s) the SGO aligns with
- Student population included in the objective
- Period of time covered by the SGO
- Assessment that will be used to measure student progress
- Projected student growth
Assessment Quality

- Identified and pre-approved various Type I and Type II Assessments
- Identified criteria and guidelines for development of Type III Assessments
- Process for pre-approval of Type III assessment for evaluation purposes during the no-stakes year