Teacher Evaluation and Student Growth

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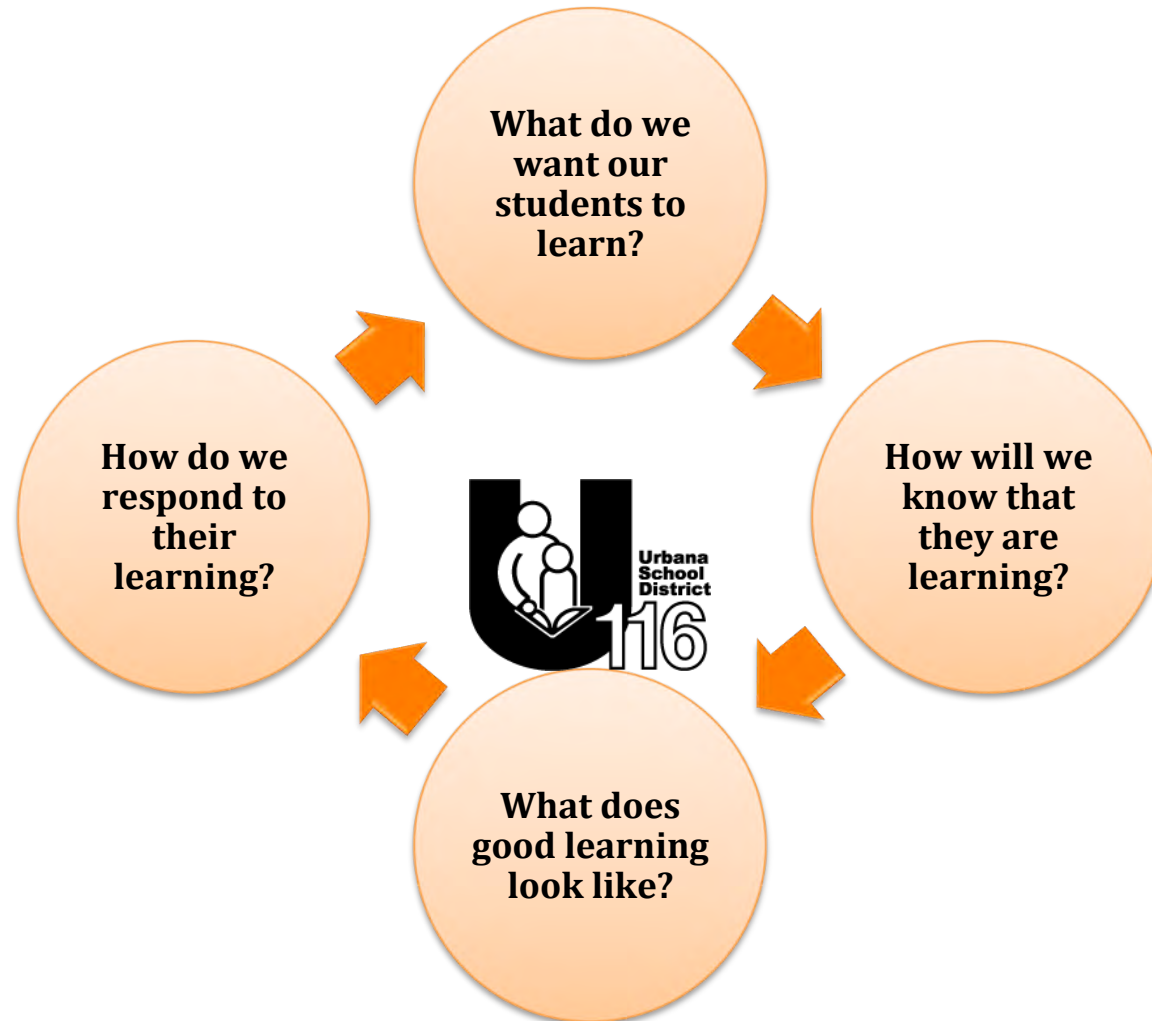
Setting the Context

- 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
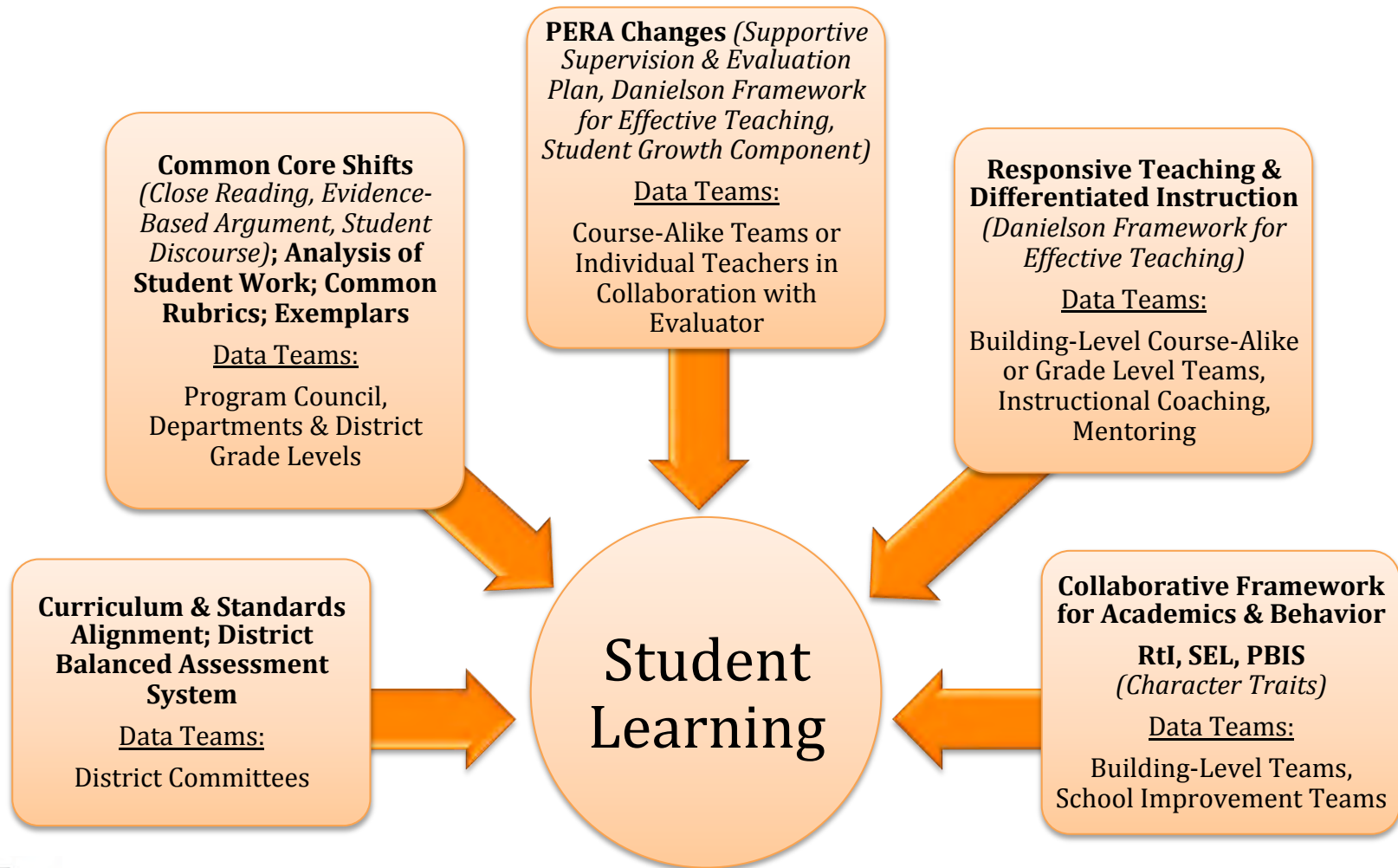 - Comprehensive and innovative programs

URBANA SCHOOL DISTRICT #116
Unified Professional Development Plan for 2013-2015

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

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

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

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

Student Learning

Collaborative Framework for Academics & Behavior

RtI, SEL, PBIS *(Character Traits)*

Data Teams:

Building-Level Teams, School Improvement Teams

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

Outstanding Schools in an Outstanding Community

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

| 2011-2012	2012-2013	2013-2014	2014-2015
Joint Committee for Sequence of Dismissal Committee (SOD) Determine criteria	Summative Evaluations Ratings (4) Sequence of Dismissal SSEP Committee SGM Committee	SSEP Implemented *(100% of summative rating)* Student Growth Implemented *(no stakes)*	Full Implementation of all Components SSEP (70%) Student Growth (30%)

STUDENT GROWTH MODEL

Student Growth Model

USD 116 Model
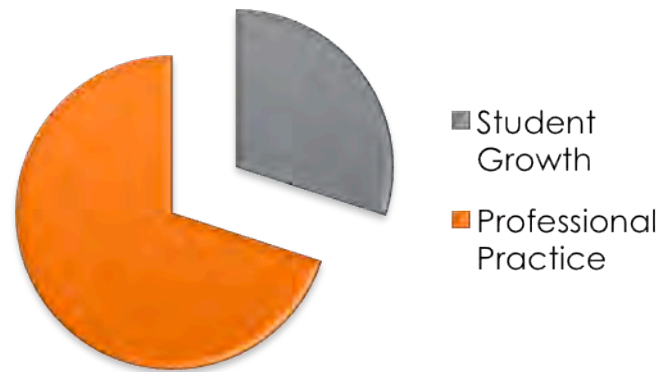
- Student Growth
- Professional Practice

PERA Guidelines

- <u>Student growth measurement</u> as a <u>significant factor</u> 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

Type I	Type II	Type III
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 widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
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 <u>we </u>know they learned it?"*

Student Growth Objectives (SGOs)

SGOs Are:

- Measureable, <u>significant</u> 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