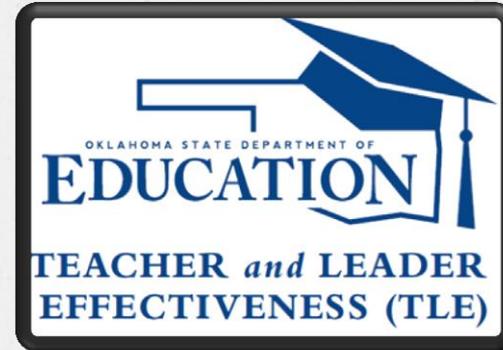


TLE Working Group #2

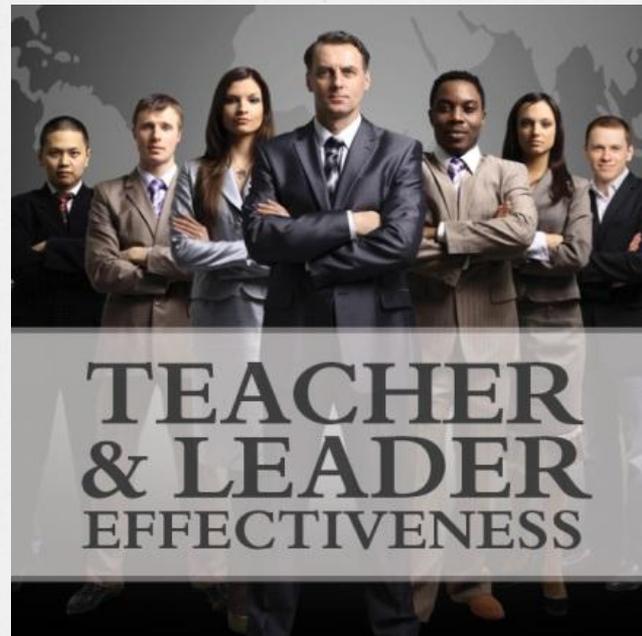


Quantitative Data for Teachers of
Non-Tested Grades and Subjects/
Teachers Without a Teaching
Assignment

Agenda

- o TLE 101: An Overview and Update
- o Other Academic Measures
- o Working Group #2: Project Scope/Purpose
- o Understanding Value-Added
- o SAS Study
- o Next Steps
- o Q&A

TLE 101



The Widget Effect

- Nearly 98% of all teachers received high ratings.
- Districts failed to recognize and reward excellence.
- Professional development was rarely tied to results.
- New teachers were rated above satisfactory.

Long-Term Impacts of Teachers

An Effective Teacher....

- can increase a student's salary in adulthood by \$250,000 over a lifetime.
- raises the probability the student will attend college.
- increases the quality of college the student attends.

Long-Term Impacts of Teachers

An Ineffective Teacher...

**is equal to the student
being absent 40% of the
school year!**

“The residual effects of both very effective and ineffective teachers were measurable two years later, regardless of the effectiveness of teachers in later grades.”

– William Sanders,

University of Tennessee
Value-Added Research & Assessment Center

Rivers, W. L. (1996). *www.beteronderwijsnederland.net*. Retrieved May 7, 2012,
from

<http://www.beteronderwijsnederland.nl/files/cumulative%20and%20residual%20effects%20of%20teachers.pdf>

Lee Shulman,
The Wisdom of Practice

“After 30 years of doing such work, I have concluded that classroom teaching...is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented... The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster.”

Fundamental Beliefs

- o Teachers must be treated as professionals
- o Even the most effective teacher must be given the opportunity to learn and grow
- o Positive, constructive feedback leads to the betterment of the teacher, the student, the school, and the profession

- o High expectations of teachers leads to high expectations of students
- o The teacher is the single most important factor in creating student success
- o Every student deserves to be educated by effective teachers

Which states are implementing new evaluation systems?

- o Arizona
- o Colorado
- o Florida
- o Indiana
- o Maryland
- o New York
- o Rhode Island
- o Tennessee

To date, 37 states use some form of a new evaluation system.

Oklahoma's TLE System



Statutory Requirements

The TLE will have a five-tier rating system.

- Superior
- Highly effective
- Effective
- Needs improvement
- Ineffective

70 O.S. § 6-101.16

Statutory Requirements

50% of the evaluation ratings based on rigorous and fair qualitative components

70 O.S. §6-101.16

Statutory Requirements

Qualitative assessment must be evidence-based and include observable and measureable characteristics that are correlated to student performance.

(Marzano/Tulsa TLE)

70 O.S. §6-101.16

Statutory Requirements

Teacher Characteristics:

- Organizational and classroom management skills,
- ability to provide effective instruction,
- focus on continuous improvement and professional growth,
- interpersonal skills, and
- leadership skills.

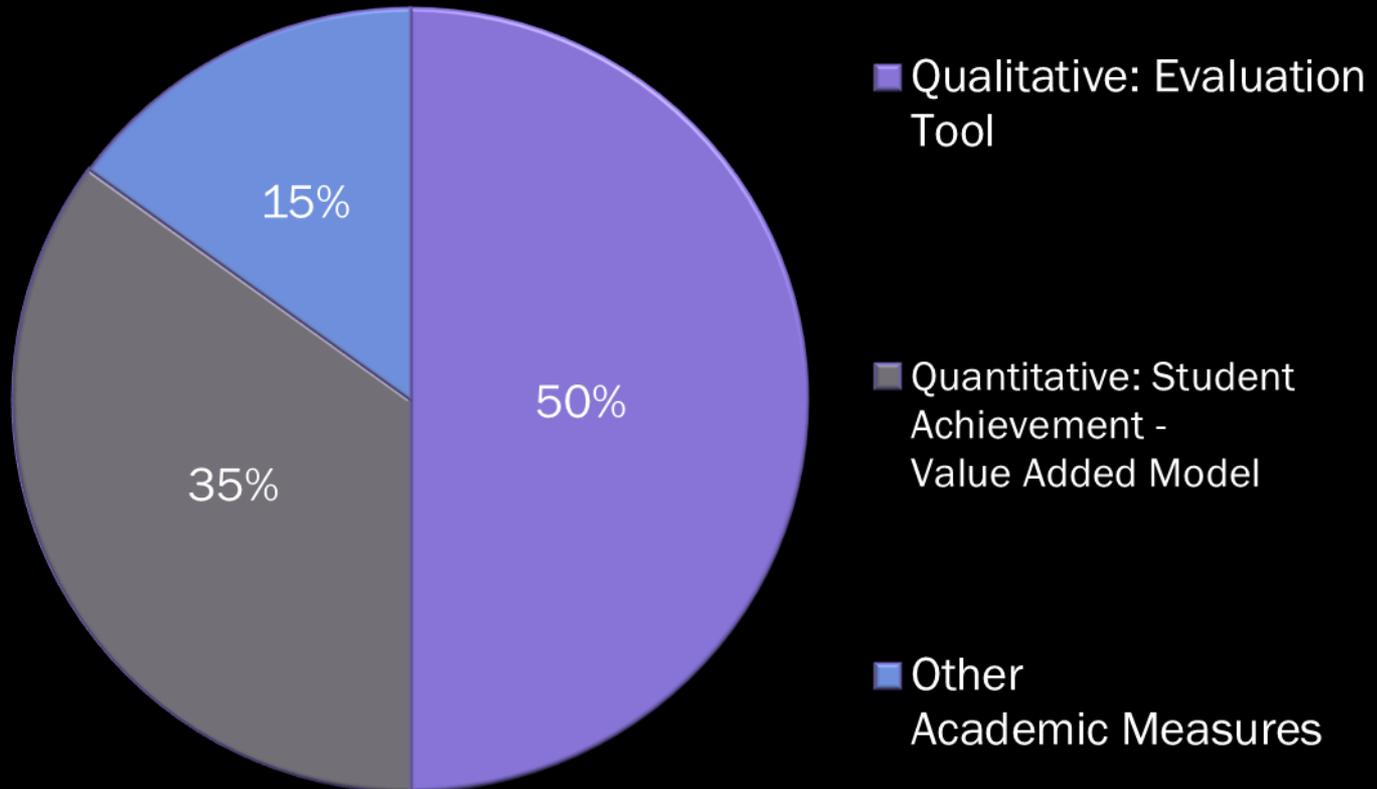
70 O.S. §6-101.16

Statutory Requirements

- 50% of ratings based on quantitative components
 - 35% student academic growth using multiple years of standardized test data
 - 15% based on other academic measurements

70 O.S. §6-101.16

Components of the TLE System



Qualitative Component 50% of Total Evaluation

Pilot Year
2012-2013

Continuous
professional
development and
growth
On-Going

Full
Implementation
2013-2014



Full Implementation of TLE 2014-2015 Target



The Quantitative Portion of the TLE System:

Understanding
Other Academic Measures

Other Academic Measures: 15% of Total Evaluation

- o Additional alternative instruments ensuring a robust evaluation
- o Capture unique facets of effective teaching
- o Reflect student academic performance impacted by the teacher
- o Specific to job assignments

Working Group #1

- o Met, collaborated, evaluated, synthesized suggestions to the TLE Commission
- o TLE Commission adopted the suggestions as recommendations
- o State Board of Education adopted all recommendations
- o The work of the educators and stakeholders who participated in the OAMs working group provided insight which was greatly appreciated by both the Commission and the Board.

Approved OAMs

- o See hand-out
- o Superintendents and local school board members will receive information regarding OAMs by mid-February
- o Board policies will be adopted
- o Collection of OAMs data will occur in 2013-2014 to be used on the 2014-2015 teacher evaluation

Working Group #2

Project Scope and Purpose

Purpose

- o To determine the best way to accurately measure student growth for the value added portion of the TLE for teachers of non-tested grades/subjects and teachers without a teaching assignment
- o To develop value added/student growth calculation suggestions for teachers who uniquely impact student learning
- o To draft suggestions for consideration by the TLE Commission

Participants

- o Should come willing and ready to collaborate
- o Should demonstrate professionalism by having a positive attitude
- o Should understand participation is vital to the creation of policy
- o Should register to participate in the working group by Friday, January 11 at close of business
- o <http://www.eventbrite.com/event/5086513900>
- o Should arrive on time
- o Should expect to be valued and appreciated

Meeting Dates

- o Tuesday, January 22
- o Tuesday, February 5
- o Tuesday, February 12 (if needed)
- o We already have 80+ people signed up to attend. Registration closes on Friday, Jan. 11. If we need to divide the groups, you will be emailed by Monday evening, Jan. 14 so you can make necessary arrangements for subs, etc.
- o Location: TBA
- o Time: 9:00 a.m. – 3:30p.m.
 - o (lunch on your own from 12:00 – 1:00)

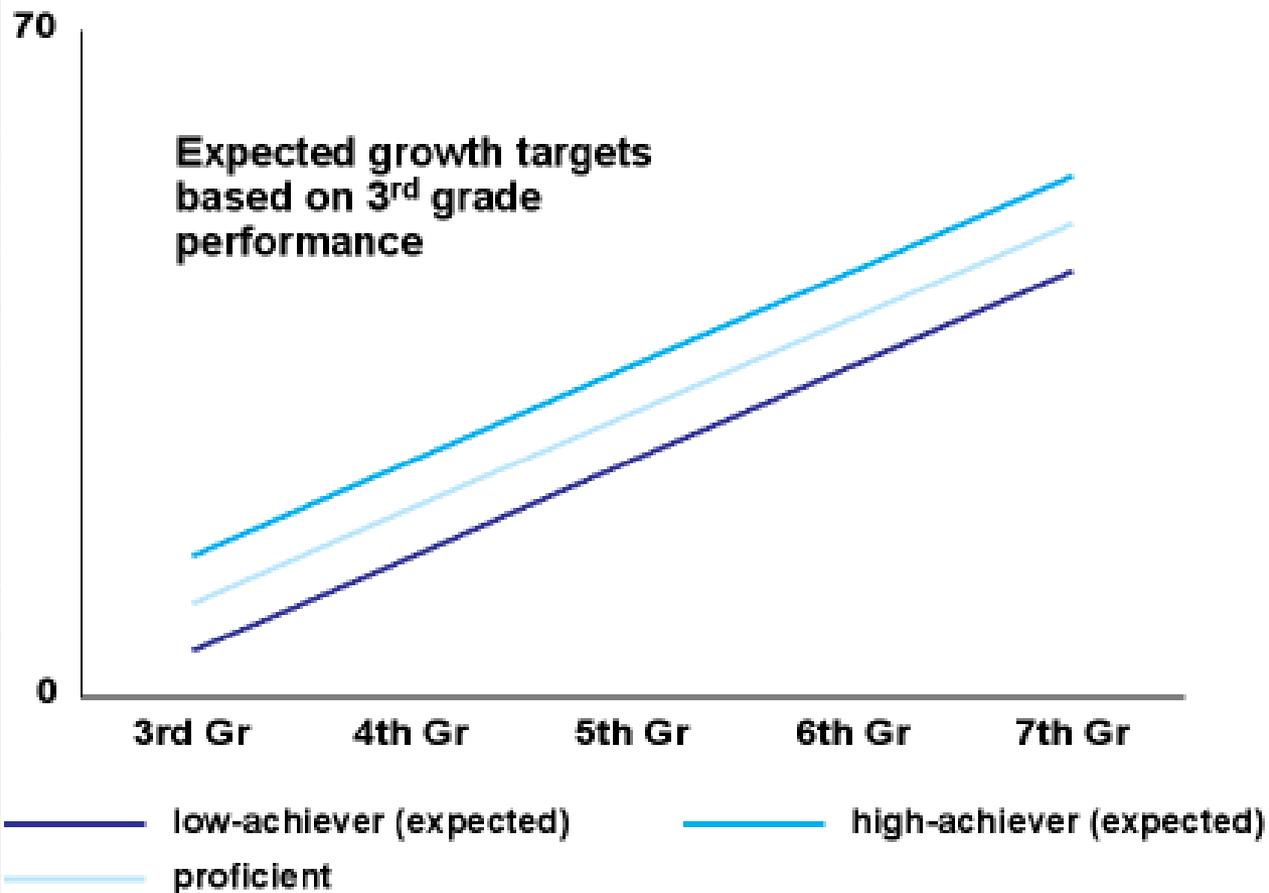
Growth Models

Simple/Versus Complex

Simple Growth Model

“A method for measuring the amount of academic progress each student makes between two points in time. For example, Johnny showed a fifty point growth by improving his math score from three hundred last year in the fourth grade to three hundred fifty on this year's fifth grade exam (Hull, Jim, 2007).”

Growth targets based on **simple growth models** expect all students to make one year's growth, but they will not close achievement gaps or move low-achievers to proficient.



Value Added Model

“A method of measuring the degree in which teachers, schools, or education programs improve student performance (Hull, Jim, 2007).”

Understanding Value Added

VARC Oak Tree Analogy



Impact

Report: **Scatterplot** Test/Subject: **OCCT Math**
Year: **2012** Grade: **8th Grade**

% FRPL vs. Growth

Growth Index vs % Free Reduced Price Lunch

This selection shows the relationship between growth and students' socioeconomic status. The pattern you see can provide insight into the effects of educational practices and policies in your area. SAS EVAAS analyses show no significant correlation between students' growth and their socioeconomic status. Therefore, whether students are designated free reduced price lunch or not, they are equally likely to make good progress.



Guiding Questions

For teachers of non-tested grades & subjects/teachers without teaching assignments:

- o Should value added be used for the 35% quantitative component of the TLE?
- o Do additional state assessments need to be created for non-tested subject areas?
- o Should other growth measures be used?
- o Should percentages be adjusted for qualitative/quantitative measures?

If Value Added is Used

How?

- o Should school-wide value added be used?
- o Should teachers claim their individual students?
- o Should reading/math value added scores be attributed to other subject areas?

Possible Considerations

- For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE:
 - ✦ The State Board of Education may adopt alternative percentages from those set forth in subsection (B)(4)
 - ✦ Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth



Q&A

Contact Information

- o Kerri White, Assistant State Superintendent
kerri.white@sde.ok.gov
405-521-4514
- o Laura McGee, Executive Director of TLE
laura.mcgee@sde.ok.gov
405-522-8298
- o Ginger DiFalco, TLE Coordinator
ginger.difalco@sde.ok.gov
405-522-8298

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- o Hull, Jim. (2007, November 9). *Center for Public Education*. Retrieved January 7, 2013, from www.centerforpubliceducation.org:
<http://www.centerforpubliceducation.org/Main-Menu/Policies/Measuring-student-growth-At-a-glance/Measuring-student-growth-A-guide-to-informed-decision-making.html>