

Teacher and Principal Evaluation (TPE)

Communication #12

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TPE Action Team

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As predicted in Communication #11, there is a flurry of activity occurring around TPE on a daily basis. From statewide policy proposals to local practice, engagement is taking place on multiple fronts and on multiple issues. We caution everyone to be mindful that any and all consideration should be approached with regard for the uncertainties of the risk to Maryland's ESEA Flexibility Waiver or the forfeiture and the return of Race To The Top Funds. The State opposes any direction that has the potential for reverting LEAs back to the AYP accountability measure and jeopardizing the remaining \$37M of RTTT funds related to effective teachers and leaders. Through collaboration, the vast percentage of TPE developmental work has been completed by the State and the LEAs. The TPE Team believes that the continued collaborative efforts of the districts and the stakeholder groups will overcome the remaining obstacles to full implementation, without violating the agreements previously made with USDE.

A number of individuals have asked for a more immediate short term timeline of LEA expectations. There are three primary deliverables that MSDE is seeking – Initial Qualitative Data, Quantitative Data, and Teacher/Principal Ratings. The following chart further delineates these short term expectations:

Expectation	When	Oversight	Actions
Initial Qualitative Data/Info	Gathered during Field Test Monitor visits in March	Dr. Dolan to conduct visits and gather information from teacher, principal, and central office groups	Dr. Dolan to complete Fidelity Report and Qualitative Data/Info Report and submit to WestEd by April 15
Quantitative Data/Info	April 1– April 26	WestEd to work with MSDE and LEAs to identify essential qualitative data that is readily available by April 1 and collect data during April	WestEd to conduct Qualitative Data Report and marry to Qualitative Data Report for LEAs by May 1
Teacher and Principal Ratings	By May 1	LEAs to complete teacher and principal ratings and submit to MSDE by May 1	WestEd to review and add to their overall Field Test Report. MSDE to report to USDE

Additionally, LEAs may be seeking both qualitative and quantitative data on their own to satisfy local interests and to inform local decisions. WestEd may seek additional qualitative data in the future and will most likely use an electronic survey to facilitate such data collection interests.

We have received several questions about the ESEA and RTTT timelines. Recall first that the ESEA Waiver Request was available to all states. If the state was already a RTTT state, then the state was not able to change the implementation timeline of Teacher and Principal Evaluation from what was included in the state's original or amended RTTT application. Maryland's ESEA plan for implementation of Teacher and Principal Evaluation was submitted and approved on a timeline consistent with the full pilot of RTTT LEAs in 2012-2013 and full implementation of all LEAs in 2013-2014. An ESEA FAQ document further says:

In a State that receives ESEA flexibility in Window 1 or Window 2, an LEA must begin developing its evaluation and support systems no later than the 2012–2013 school year, and either: (1) pilot the systems no later than the start of the 2013–2014 school year and implement the systems no later than the start of the 2014–2015 school year; or (2) implement the systems no later than the start of the 2013-2014 school year. Additionally, an LEA must, no later than the end of the 2014–2015 school year, have a plan in place to use evaluation and support systems results to improve instruction, guide professional development, and inform other personnel decisions beginning in the 2015-2016 school year.

Because Maryland's RTTT application was submitted prior to the ESEA Flexibility Waiver, the State is obligated to follow directive (2) above. As always, questions specific to Policy can be directed to Mary Gable at MSDE.

From a purely anecdotal perspective, Dr. Dolan's initial Field Test visits have been well executed by the LEAs. Teachers, Principals, and Central Office personnel have been candid in their remarks and anxious to share their local progress and concerns. The TPE Team and Dr. Dolan appreciate each LEA's assistance in scheduling these meetings and are particularly grateful for the educators who have agreed to participate in these conversations. Dr. Dolan looks forward to sharing local findings with individual LEAs and collective findings with WestEd.

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

Field Test

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Action Team members have been in close collaboration with LEAs as they and MSDE are completing runs of educator ratings. Student detail files containing student eligibility information (September 30 enrollment, early attendance persistence in the same school, and 80% attendance during the period of interest), value matrix cell addresses, related TRSG values, and Student Growth Percentiles have been provided to all systems. A look-up table standardizing TRSG class medians using an approach suggested by a National Psychometric member has been provided, as well. MSDE has also developed a different approach to median setting, which works directly from student detail and incorporates over 265,000 data points. A preliminary iteration of principal data has also been developed.

Action Team members spent two days in the field with one LEA, working through the actual population of all teachers, pilot or not, who teach MSA classes. They tested the TRSG model, applied different approaches to setting performance categories, and considered three other models. Data have been subjected to rigorous local scrutiny, including the use of a principal pre-ranking of teacher performance. While the discussion around the best MSA translation methodology was fluid, the LEA was able to construct a complete rating for MSA teachers including professional practice and assessment of SLOs.

This week, Action Team members will engage with two additional LEAs. By next week's LEA meeting on March 21, it is anticipated that there will be an in-depth discussion of tested and recommended best approaches to MSA translation. It is anticipated that the TPE Project Analysis Team, WestEd, could serve as a critical resource to assisting in the determination of the methods for differentiating between Highly Effective, Effective, and Ineffective ratings as well as the identification of plans for calibrating and equating MSA and PARCC assessments during the initial transitional year.

Inquiries related to the Field Test that are of a design or technical nature (i.e. School Progress Index or MSAs), may be directed to Ben Feldman.

SLOs

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SLO training was recently provided to supervisors and coordinators from local school systems at the State Birth-21 Special Education Leadership Conference, to Assistant Principals in Washington County, and to district level Library Media Coordinators.

Superintendents received an SLO status report at the March State Superintendents' meeting and had an opportunity to experience writing their own SLOs. Districts are asked to provide input to assist MSDE in developing a draft plan for the use of HSA data in SLOs. This will be one of the topics discussed at the March 21 Teacher and Principal Evaluation Field Test meeting.

Local school systems may also be interested in a recently released report by the Community Training and Assistance Center (CTAC). This new five-year study examines the

	<p>genesis, development, and implementation of the SLO approach, together with the incorporation of the VAM approach, and reinforces the positive impact that quality SLOs had on student achievement in Charlotte-Mecklenburg. The link to the article is: www.ctacusa.com/PDFs/MoreThanMoney-report.pdf</p> <p>Inquiries regarding Student Learning Objectives or interest in scheduling training for specific audiences should be directed to Linda Burgee.</p>
<p><u>Professional Development</u></p> <p>Ilene Swirnow iswirnow@msde.state.md.us</p>	<p>Currently, the PD Team has focused its presentations on providing information about the components of the Teacher and Principal Evaluation (TPE) systems. As the third and finally regional series of Student Learning Objectives (SLO) trainings are held in April, the TPE Action Team recognizes the importance of continuing to provide professional development on SLOs. This year, the SLO Team has done incredible work acquainting educators with the background knowledge needed to include SLOs as a growth measure for TPE. Moving forward, we recognize the importance of continuing to work to increase the knowledge and skills of educators to use SLOs as a rich tool for student growth and as a means to enhance their own effectiveness. As we craft future professional development opportunities and sessions, we will be incorporating training on both the logistics and processes involved in using SLOs as well as the instructional richness they offer.</p> <p>Inquiries regarding the evaluative professional development skills of executive officers, principals, assistant principals, and instructional supervisors may be directed to Ilene Swirnow.</p>
<p><u>Communications</u></p> <p>Laura Motel lmotel@msde.state.md.us</p>	<p>Attention to maintaining informational capacity has increased as we expand our communication networks. We have recently been asked a series of questions about the relationships and requirements relevant to Teacher Principal Evaluation, ESEA, RTTT, and the Education reform Act of 2010. Attached is a chart that has been developed as a reference. It has been shared with Superintendents and LEAs. While not every piece of information can be captured on a single chart, it is hoped that this resource will provide direction for these three documents within the further context of CoMAR Regulations and operational guidance. This chart will be reposed as Exhibit S for future access.</p> <p>Remember that Exhibits A-S on the website provide historical perspective and sample documents with direction and answers to many of the inquiries we receive and we encourage new participants to visit and familiarize themselves with these documents.</p> <p>As previously communicated, the next monthly TPE LEA meeting will occur as originally planned on Thursday, March 21, from <u>12:00-3:30 PM @ MSDE</u>. The complexities associated with MSAs, Field Test visits, and spring break made changing the date impractical. Agenda topics will include:</p> <ul style="list-style-type: none"> • Applying Lag Data to Evaluation • PARCC Assessment Update and TPE Impact • Translating MSA to Evaluation: Field Applications, Discoveries, and Direction • Determining Teacher and Principal Ratings • Field Test: Status Report, Minigrants, Empty Data Cells SLOs & HSAs, Exemplar SLOs <p>A more detailed agenda will be forwarded to participant audiences on Friday, March 15.</p> <p>The April meeting is presently schedule for Tuesday April 30. The location and agenda will be determined sometime after our March meeting and with consideration to the status of the TPE Implementation Plan at that time.</p> <p>Inquiries regarding communications may be directed to Laura Motel.</p>