COLLABORATION IN THE EDUCATOR EVALUATION ERA

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Educator Effectiveness

• Leading education goal: improving teaching as the route to improving learning
• Multiple efforts across the country – federal, state and local
  – Improve impact/effectiveness of teachers and administrators – school improvement, use of data (short cycle, etc.) to improve instruction, use of data in collaborative data teams
  – Measure degree of effectiveness of educators
• Seek to link both efforts
Choose Assessments Carefully

- First select assessments to improve instructional practice & engage in RTI
- Be smart about this selection – some districts buy four different assessments: MAP, Aimsweb, Diebels, short cycle, + state tests – excessive and expensive
- STAR has 4 key uses: diagnostic, short cycle, progress monitoring in RTI, benchmark data – one online, adaptive system, cost effective
Advantages of Short-Cycle Data

• First multiple short-cycle assessment options:
  – Renaissance Learning STAR assessments
    • online administration for immediate feedback, can be administered monthly, online instructional help
  – Several others – AIMS Web, NWEA Map, etc.

• Designed in the first instance to help teachers improve their instructional practice

• Gives formative feedback during the year on how the class is doing

• Short cycle assessments, designed to help teachers be more effective, can also be one of multiple measures for educator effectiveness
The Point

• Embed assessments used for evaluation in the district’s processes of instructional improvement
• Pick assessments that can be used by collaborative data teams for instructional improvement and progress monitoring in RTI
• Be careful about adopting any new assessments just for new evaluation systems – Seattle
• Work closely with teachers -- NYCity
State Action on Teacher Evaluation

• About 40 of 50 states engaged in changing how teachers are to be evaluated
• All require a combination of indicators:
  – Measures of instructional practice – at least 50%
  – Student achievement data
    • State accountability test data – 3+ years of data
    • Other test data, that usually includes short cycle assessment data
  – Short cycle can comprise up to 35% of the data on student learning, so are important options
    • Many states identifying short cycle assessments that can be used, such as STAR Enterprise
  – Student Surveys – Tripod, not just any survey
Research Findings

• Multiple research studies have shown we can link these new educator evaluation metrics to impact of teachers and schools on student learning gains:
  – CPRE studies of performance based evaluations
  – GATES Foundation MET study
  – AIR study of Chicago system
  – Aspen study of Washington, DC Impact program
Use of the Evaluation Metrics

• For key decisions about teachers (principals)
  – licensure, tenure, promotion, dismissal, compensation, etc.
• Level 1 – initial licensure
• Level 2 – 3-4 years later, professional licensure, and then the tenure clock starts
• Level 3 – another 3-4 years, tenure
• Level 4 – Professional
• Level 5 – Advanced or Accomplished
Emerging Issues

- Emerging issues:
  - Pushback: Chicago strike, AFT annual meeting, Seattle, New York City,
  - Cost – can districts and states afford all the live observers; possibility of using videos instead
  - Distribution of scores – new Florida system scored 97+% of teachers effective or highly effective
  - Too heavy focus on the evaluation system and not on the improvement system
Policy and Practice Implications

• What are states doing and what are findings, successes, issues so far
• How are local districts responding and what are findings, successes and issues so far
• Panelists:
  – A leading state – Tennessee, Sharon Harper
  – A leading district – Bergenfield, Mike Kuchar
  – Research findings – Tony Milanowski, Westat
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