



Reform Support Network

**TEACHER AND LEADER EFFECTIVENESS/
STANDARDS AND ASSESSMENT
COMMUNITY OF PRACTICE:**

**SEMINAR ON NON-TESTED GRADES AND
SUBJECTS**

AUGUST 28, 2012



WELCOME AND OVERVIEW / INTRODUCTION AND FRAMING

Brad Jupp, Senior Program Advisor on Teacher
Initiatives, U.S. Department of Education

INTRODUCTIONS

- Name, role, state
- Brief description of where your State is in implementing NTGS strategies, highlighting immediate and long-term challenges the state is facing in implementing NTGS strategies
- Comment on what you hope to learn or gain from today's meeting

AGENDA

9:00-9:30	Welcome and Overview
9:30-10:00	Presentation on NTGS Strategies
10:00-11:15	Lessons from Delaware's Non-Tested Grades and Subject Strategy
11:15-12:15	Lessons Learned from North Carolina's Non-Tested Grades and Subjects Strategy
12:15-1:00	Lunch
1:00-2:00	Lessons Learned from Tennessee's Non-Tested Grades and Subjects Strategy
2:00-2:30	Three State Reflection
2:30-3:30	Systems for Engagement and Iteration
3:30-4:00	Closing

MEETING OBJECTIVES

- States will learn about and reflect upon important recent developments in measuring student growth and improving rigor and accuracy of measurement tools in non-tested grades and subjects (NTGS) by looking at promising practices and lessons learned from the implementation of NTGS strategies in three leading states.
- States will discuss past efforts and upcoming opportunities to engage educators in developing measures of student learning in NTGS in order to enhance educator engagement in NTGS initiatives.
- State will capture knowledge and reflections to further the collective knowledge on NTGS within the community of practice.



PRESENTATION ON NTGS STRATEGY

Facilitator: Regina Riley, RSN

PRESENTATION ON NTGS STRATEGY

Objective: States will consider key decisions in developing an effective NTGS strategy.

Guiding Questions:

- What NTGS work is currently underway by states in the CoP and in the RSN?
- How much responsibility for NTGS strategy-setting and execution will states release to districts and or schools?
- What options do states have to define or change what is considered “non-tested grades and subjects”?



DEFINING NON-TESTED GRADES AND SUBJECTS

DEFINING KEY TERMS

Race to the Top made the distinction between “tested grades and subjects” and “non-tested grades and subjects,” and set a definition for student growth:

- **Tested grades and subjects** – Defined as those covered by “the state’s assessment under the ESEA”
- **Non-tested grades and subjects** – Defined as those without such data
- **Student growth** – Requires “individual student achievement data from two or more points in time”

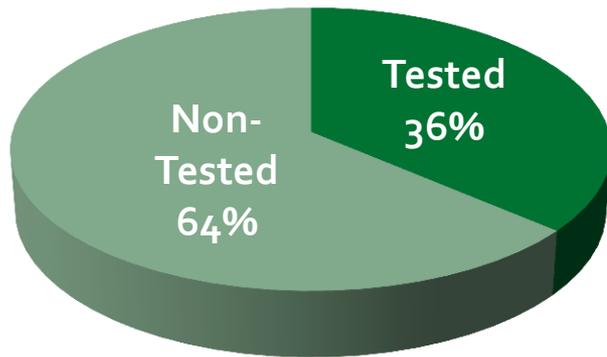
When considered together, these definitions typically limit the tested grades and subjects to Grade 4-10 in the subjects of English language arts and mathematics

DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS

Most states have adequate assessment data for approximately 25-35 percent of teachers, leaving **65-75 percent** of all teachers without adequate information to calculate a value-added score
(Goe, 2010)

Source: National Comprehensive Center for Teacher Quality, *Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects*

DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: TENNESSEE

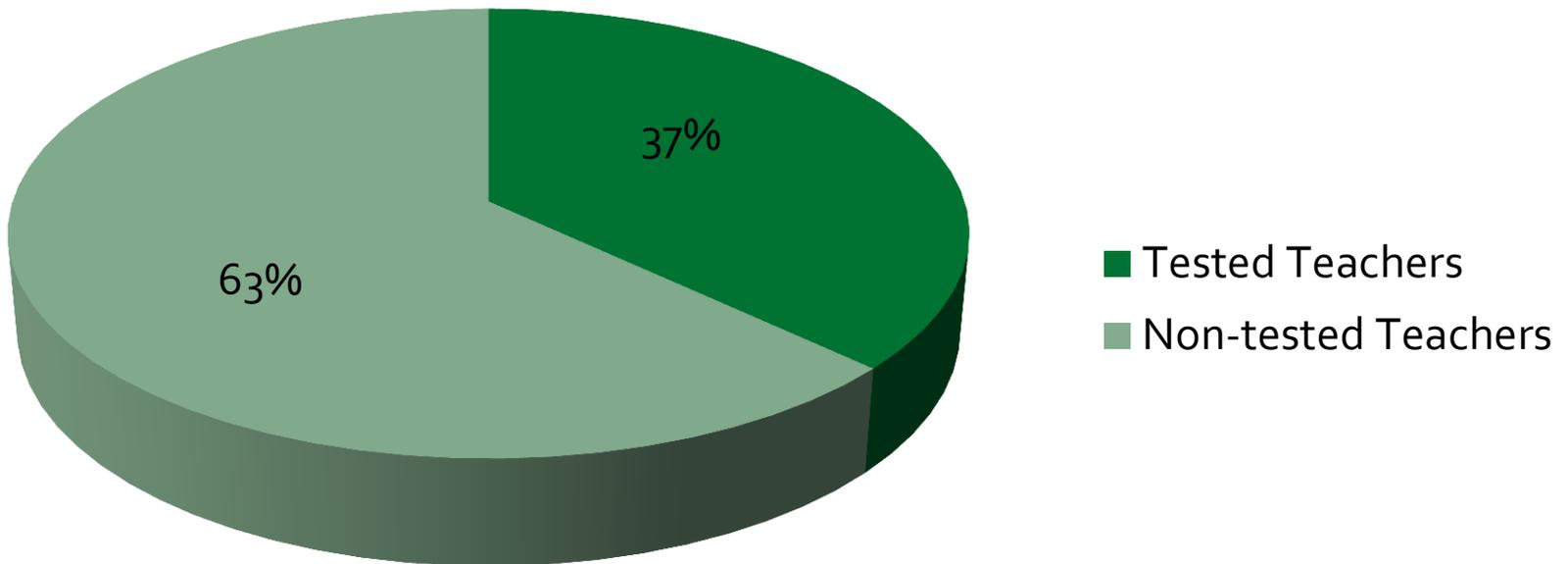


Non-Tested Area	Percent	# of Teachers
Early Grades (PK-3)	27.05%	14,814
Special Education	10.25%	5,616
High School Core	6.03%	3,303
Fine Arts	5.44%	2,982
Career & Technical Education	5.07%	2,777
Health-Wellness/PE	4.89%	2,677
Library Media Specialists	2.40%	1,312
World Languages	1.49%	817
English Language Learners (ELL)	1.07%	588

Source: Tennessee Department of Education, *First to the Top, Teacher Evaluation in Tennessee: A Report on Year 1 Implementation*

DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

With the current value-added assessment model



Source: Louisiana Department of Education, *Non-tested Grades and Subjects: An Overview of National Efforts to Quantify Teacher Effectiveness*

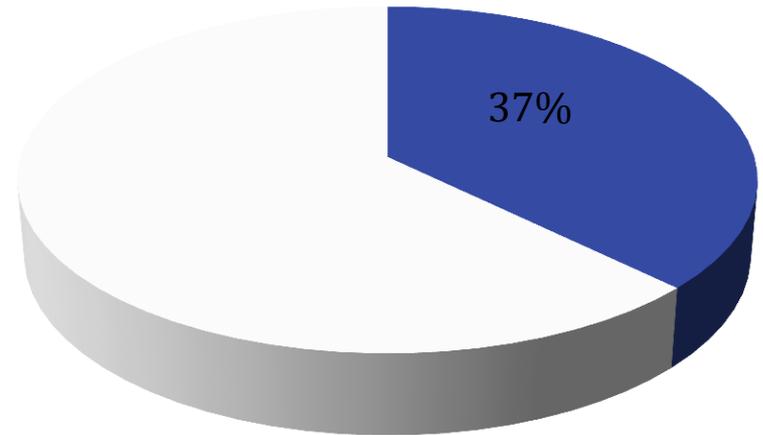
DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

Current Assessments

- LEAP and iLEAP
- 3rd through 8th grade core
 - Math
 - English / Reading
 - Science
 - Social Studies
- High School EOC



Teachers with
Tested Subjects



Source: Louisiana Department of Education, *Non-tested Grades and Subjects: An Overview of National Efforts to Quantify Teacher Effectiveness*

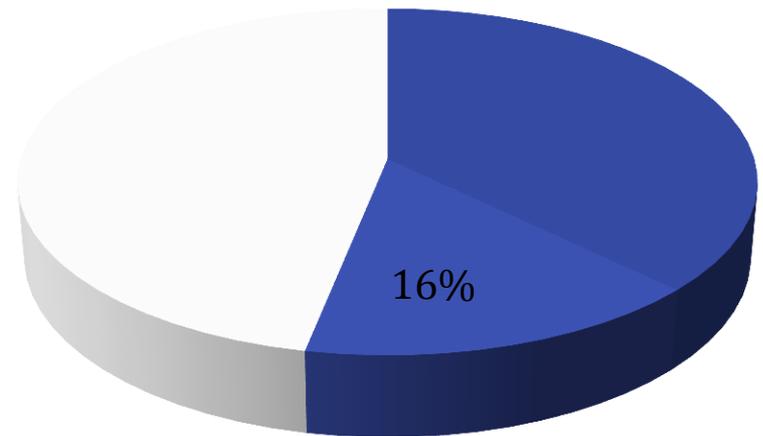
DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

Elementary Core, Grades 1 and 2

- Expand LEAP and iLEAP coverage
 - Math
 - English / Reading
 - Science
 - Social Studies



Teachers with Tested Subjects



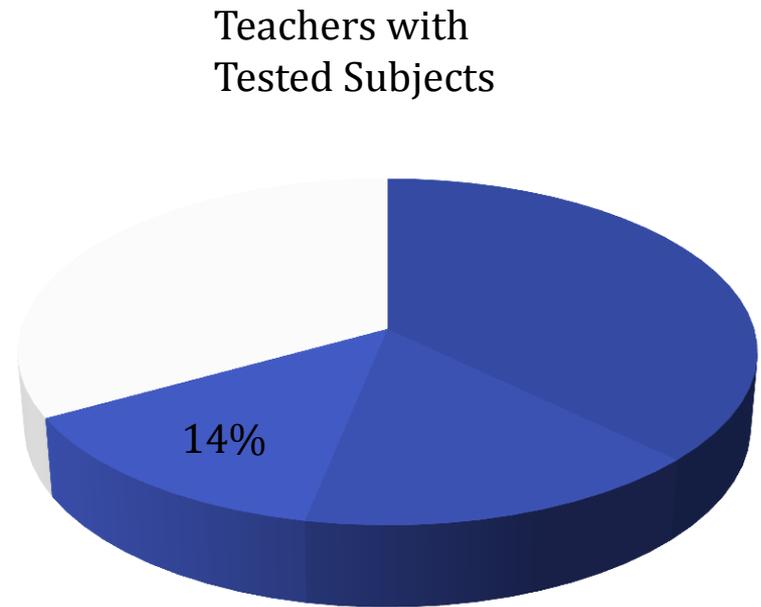
Total Coverage 53%

Source: Louisiana Department of Education, *Non-tested Grades and Subjects: An Overview of National Efforts to Quantify Teacher Effectiveness*

DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

General Electives, Vo-tech, and ROTC

- Vocational Technology may require more performance assessments



Total Coverage 66%

Source: Louisiana Department of Education, *Non-tested Grades and Subjects: An Overview of National Efforts to Quantify Teacher Effectiveness*

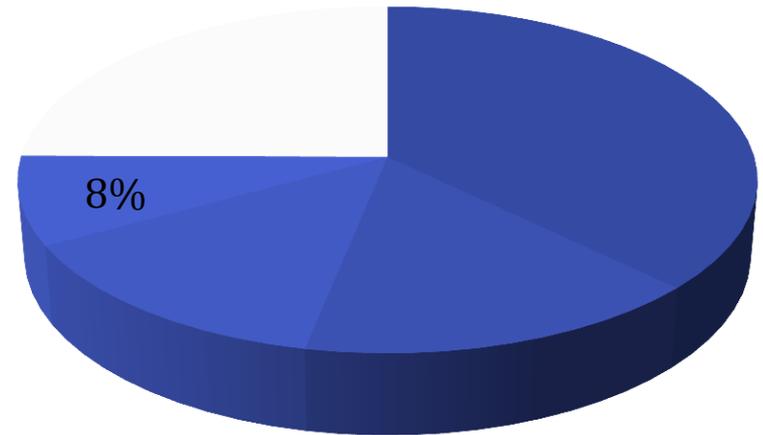
DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

Health and Physical Education

- Includes all grades, K-12
- Current assessments would likely include a combination of performance and written tests

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Teachers with Tested Subjects



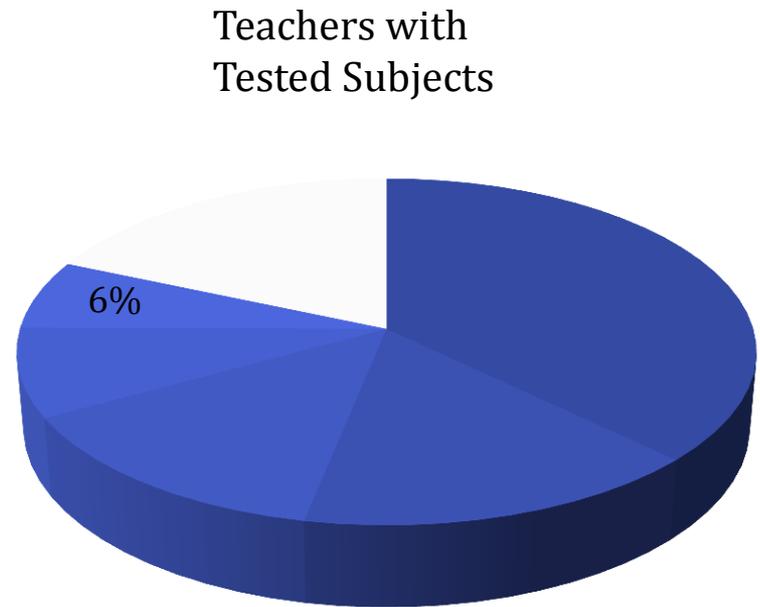
Total Coverage 75%

Source: Louisiana Department of Education, *Non-tested Grades and Subjects: An Overview of National Efforts to Quantify Teacher Effectiveness*

DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

Art, Band, Choir, and Dance classes

- Includes all grades, K-12
- Current assessments would likely include a combination of performance and written tests



Total Coverage 81%

Source: Louisiana Department of Education, *Non-tested Grades and Subjects: An Overview of National Efforts to Quantify Teacher Effectiveness*

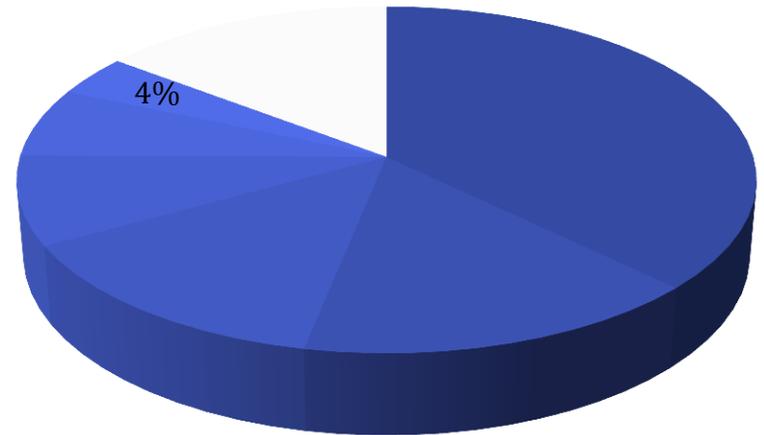
DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

Pre-K and Kindergarten

- Age and literacy of Pre-K students may preclude use of written or computer based assessments



Teachers with Tested Subjects



Total Coverage 85%

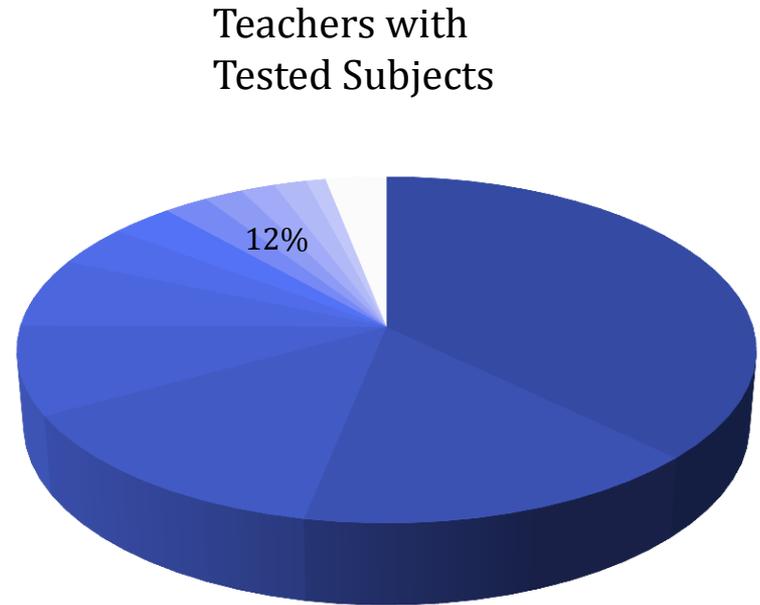
Source: Louisiana Department of Education, *Non-tested Grades and Subjects: An Overview of National Efforts to Quantify Teacher Effectiveness*

DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

With the addition of 240 new assessments

Other Misc. Courses

- Mostly advanced high school electives in Math, Science, and Social Studies
- Spanish, French, and other Romance languages
- ESL assessments



Total Coverage 97%

With an additional 240 summative assessments, nearly 100% of teachers are covered. But what are the trade-offs?

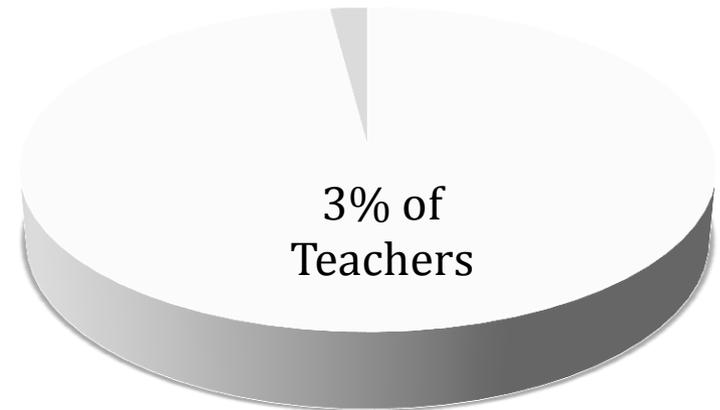
DEFINING EDUCATORS IN NON-TESTED GRADES AND SUBJECTS: LOUISIANA

Remaining Untested even after the addition of 240 new assessments

577 Courses

- 325 less common vocational courses
- 37 less common performance based
- 22 less common foreign languages (e.g. Hungarian, Japanese, Russian)

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Even with the 240 additional assessments, LA still has 3% of its teachers in NTGS. Should they could consider more assessments? Alternative measures? Other?



MEASURING GROWTH IN NON-TESTED GRADES AND SUBJECTS

MEASURING GROWTH IN NON-TESTED GRADES AND SUBJECTS: FEDERAL AND STATE PRIORITIES

Rigorous

- Measures require that students achieve high expectations for student progress toward college and career readiness

Between two or more points in time

- Approach allows for the measurement of student progress over two or more points in time

Comparable across classrooms

- Measures are comparable insofar as they all predict progress toward standard in the subject being assessed
- The measures used in non-tested subjects and grades are as rigorous as those in tested subjects and grades

Sources: Reform Support Network, *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*; National Comprehensive Center for Teacher Quality, *Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects*

APPROACHES TO NON-TESTED GRADES AND SUBJECTS

Measures of Collective Performance

The use of measures required by ESEA and/or other standardized assessments used to measure the collective performance of groups of teachers

Student Learning Objectives (SLOs)

A participatory method of setting measurable goals, or objectives, based on specific assignment or class, such as the students taught, the subject matter taught, the baseline performance of students, and the measurable gain in student performance during the course of instruction

Other Measures of Student Growth

The development and or adaption of other measures of student growth for non-tested grades and subjects used across schools or districts

MEASURES OF COLLECTIVE PERFORMANCE

- Measures may assess the performance of the school, grade level, instructional department, teams or other groups of teachers
- Measures can take a variety of forms including:
 - School-wide student growth measures
 - Team-based collaborative achievement projects
 - Shared value-added scores for co-teaching situations

State and District Examples

Tennessee*

District of
Columbia

Charlotte-
Mecklenburg, NC
Maryland

*TN is using school-wide TVAAS, but is phasing in additional measures for educators in NTGS

Sources: Reform Support Network, *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*; National Comprehensive Center for Teacher Quality, *Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects*; RSN analysis

MEASURES OF COLLECTIVE PERFORMANCE

□ Advantages

- Address the variety of teaching assignments by using agreed upon measures for which schools or groups of teachers share responsibility
- Build collective school-wide or team-based effort around student achievement

□ Implementation Challenges

- Measures of collective performance mask high and low performers in the group and give little information about how individual teachers are doing with their classrooms
- May be perceived as unfair because teachers are held to a measure which they may have had limited ability to impact

Are there other advantages or implementation challenges associated with this approach?

STUDENT LEARNING OBJECTIVES (SLOs)

- Can be based on state summative assessments, but they may also be based on teacher-developed or other classroom assessments if they are “rigorous and comparable across classrooms”
- General method draws on both effective pedagogical practices and approaches to goal setting, and evaluation and task motivation found in multiple professions
- In some instances, SLOs are shared by a team of job-alike teachers

Sources: Reform Support Network, *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*; National Comprehensive Center for Teacher Quality, *Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects*; RSN analysis

State and District Examples

Charlotte-Mecklenburg, NC*

Denver, CO

Louisiana

Rhode Island

Maryland*

New York

*Mentioned previously; using multiple approaches to measure student growth for teachers in NTGS

STUDENT LEARNING OBJECTIVES (SLOs)

Advantages

- Adaptable to the wide variety of teaching assessments
- Can be adapted to new assessment structures as they are developed
- Can have credibility with current educators because they are immediately relevant to setting and measuring classroom expectations
- Can have face validity as teacher often tasked with developing the objectives
- Permit individual incentives, but can also be used in conjunction with measures of school or group performance to create collective incentives
- Permit high degrees of specialization for teachers and students

Implementation Challenges

- Difficult to create comparability and rigor without common assessments, or common requirements for assessment
- Predictive validation of SLOs in alignment with growth measured by a value-added or student growth measure has been completed only on a limited scale
- Requires significant time and attention from administrators and evaluators

Are there other advantages or implementation challenges associated with this approach?

OTHER MEASURES OF STUDENT GROWTH

- May be developed at either the SEA or LEA level
- Also possible to include teacher-developed assessments of student learning or growth falling into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide

State and District Examples

Delaware
Hillsborough, FL
Florida
New York*
North Carolina
Illinois
Harrison County,
CO

*Mentioned previously; using multiple approaches to measure student growth for teachers in NTGS

OTHER MEASURES OF STUDENT GROWTH

Advantages

- Create comparability within tested fields of study, and can create similar rigor through multiple classrooms and schools
- A relatively small number can be developed for most commonly taken courses (e.g., graduation required courses)
- Permit individual incentives but can also be used in conjunction with measures of school or group performance to create collective incentives
- May be ready to be adapted in some fields, such as current interim or benchmark assessments, and AP or IB assessments
- Can increase teacher buy-in and professional growth as they can play a critical role in developing tests

Implementation Challenges

- Assessments will not cover all teaching assignments or courses taken by students
- Current assessments – such as current benchmark or interim assessments, AP or IB assessments – may be designed for purposes other than assessing student growth and/or as a measure of teacher effectiveness
- Assessments may require time for teachers to work together to develop consistent scoring patterns
- Requires attention to ensuring comparability across classrooms

Are there other advantages or implementation challenges associated with this approach?

QUICK TIPS FOR SELECTING MEASURES BASED ON AN EXAMINATION OF STRATEGIES USED STATES AND DISTRICTS ACROSS THE COMMUNITY OF PRACTICE

Make sure that the state has grade level and subject CCR standards for all subjects

Consider using existing tests that are already available and appropriate for this purpose

Explore alternative measures (e.g., portfolios, performances, products, and projects)

Consider using multiple approaches to measure student growth (e.g., school-wide VAM and SLOs)

Determine whether they provide useful information to differentiate teacher effectiveness

Focus on measures that meet federal and state requirements and priorities (e.g., shows growth between two points in time, comparable across classrooms, rigorous)

Involve teachers and administrators in decision-making processes



COMMON CHALLENGES AND KEY CONSIDERATIONS

COMMON CHALLENGES

Common Challenges	Examples
Selecting appropriate measures	Quality, rigor, consistency across classrooms in a district or classrooms statewide
Data quality	Attribution and student-teacher links; roster verification
Financial resources	Costs of developing and administering additional assessments
Human capacity	Staff needed to develop and implement assessments now and over time; sufficient to ensure fidelity of implementation
Professional development	Training everyone involved in using rubrics (e.g., for grading student portfolios or performances) to ensure reliability
System capacity	System to support standardized collection of data
State and district priorities	Statutes, regulations or other factors that would affect the design or implementation of assessments

What other challenges has your state faced while implementing your NTGS strategy?

CONSIDERATIONS FOR STATES: MOVING FORWARD

Collaborative effort: Encourage districts to join forces with other districts or regional groups to determine appropriate measures for non-tested grades and subjects. This approach also contributes to greater comparability because teachers will be using the same measures across schools, districts and regions.

- *Example:* Throughout the year, the TDOE has worked with educator groups across the state in non-tested grades to identify and develop additional growth measures directly tied to the students of these educators.
- *Example:* In Georgia, districts select assessments and set SLOs for each grade/subject, which helps increase comparability across schools within districts. However, the state has developed a SharePoint site where districts can share SLOs with other districts so that they can collaborate and ensure their SLOs are as rigorous as other districts.

CONSIDERATIONS FOR STATES: MOVING FORWARD

Stakeholder engagement: Work with peers and technical experts to design a plan for engaging stakeholders (e.g., teachers, administrators, school board members, union representatives, business leaders) in the discussions about measures. Be transparent by documenting every step toward decisions related to selection of measures so that decisions can be tracked, explained and communicated publicly.

- *Example:* The Illinois Department of reached out to two unions – the Illinois Education Association and the Illinois Federation of Teachers – to involve leaders in early discussions around the evaluation system, well before decisions had been made. Working in collaboration with the state board, the Illinois Education Association chose to present the new evaluation system in terms of student learning. They talked with teachers about how the new system would help them identify what was going on in their classrooms and see whether student learning was occurring at the levels it should be.

CONSIDERATIONS FOR STATES: MOVING FORWARD

Educator Engagement in Non-Tested Grades and Subjects

I know

I apply

I
participate

I lead

NTGS development is also an opportunity to engage and deeply involve educators in the evaluation reform process by seeking their input and expertise in the design of new assessments

How are educators being engaged in your state's NTGS strategy?

CONSIDERATIONS FOR STATES: MOVING FORWARD

Feedback loops: States need multiple feedback loops across a large and complex field. Feedback loops are strategies for evaluating the effectiveness of educator engagement approaches (e.g., surveys, focus groups, systematically looking for changes in practice). System leaders should use information from feedback loops to inform the continuous improvement of their engagement activities in the same way that we expect teachers to use feedback and student performance information to make adjustments to their classroom practice.

- *Example:* Several states in the RSN have developed or are in the process of developing different types of feedback loops ranging including analysis of NTGS data to drive process enhancements.

CONSIDERATIONS FOR STATES: MOVING FORWARD

Communications: Use multiple vehicles to communicate effectively and consistently with key audiences. Peer-to-peer communications is most effective channel for educators, but also hardest to do well and at scale.

- *Example:* Posting “frequently asked questions” pages on websites (LA) and providing training to educators statewide (DE) as well as creating a hotline for educator concerns (TN).



CONSIDERATIONS FOR STATES: MOVING FORWARD

Quality control: Some states are requiring districts to submit their plans and methodology for developing growth measures for NTGS. By having a vetting process or state audit in place, states can help ensure that districts make good faith efforts to measure teacher performance in NTGS in a fair and reliable manner.

- *Example:* Some states (RI) use exemplars in their training process to establish a clear standard of quality. State and districts are also establishing audit processes for NTGS measures to ensure consistent quality and rigor.

DISCUSSION

- How much responsibility for NTGS strategy-setting and execution will/should states release to districts and or schools?

RSN TA-RELATED WORK

SLO Guide

- Targeting Growth: Using Student Learning Objectives as a Measure of Educator Effectiveness

Educator Engagement Guide

- Engaging Educators: A Reform Support Network Guide for States and Districts

SLO Work Group

- Work group for states implementing SLOs as a part of their evaluation systems, special focus on quality and on improving instructional practice

Quality Evaluation Rollout Work Group

- Work group for states fully implementing evaluation systems by 2012-13



LESSONS FROM DELAWARE'S NON-TESTED GRADES AND SUBJECT STRATEGY

Facilitator: Elizabeth Shaw, RSN

Presenters: Dr. Linda Rogers, Associate Secretary, and Diane Donohue, Special Assistant for Educator Effectiveness

LESSONS FROM DELAWARE'S NON-TESTED GRADES AND SUBJECT STRATEGY

Objective: Participants will learn from Delaware's rigorous methods to assess student performance measures being used for teacher evaluation decisions and draw applicable lessons to systematically increase rigor of assessments in NTGS.

Guiding Questions:

- How can states build internal systems to assess and increase rigor of measurements?
- How can states and districts engage educators in these feedback loops, both through communication and active involvement of educators?
- What are the greatest challenges in building systems of measurement in non-tested grades and subjects that maintain high levels of rigor and comparability across schools and districts?

BACKGROUND

- DPAS II – Charlotte Danielson’s Framework for Teaching
 - Senate Bill 260 – required a fifth component solely dedicated to “Student Improvement”
- DPAS II(R) – January 2010
 - Race to the Top
 - New Regulation required:
 - Multiple Measures
 - Rigorous and Comparable across classrooms, schools, district or state
 - Component Five acts as a gate-keeper

EDUCATOR INVOLVEMENT

Cohort 1	Cohort 2	Cohort 3	Cohort 4
ELA/Reading	ESL	Family & Consumer Sciences	Counselors
Math	Health Education	Business, Finance & Marketing	Librarians
Science	Physical Education	Technology Education	Educational Diagnosticians
Social Studies	Visual Arts	Health Sciences	Physical & Occupational Therapists
World Languages	Performing Arts	Agriscience	Psychologists
		Skilled & Technical Sciences	Speech/Language Pathologists
		Driver's Education	Social Workers
			Visiting Teachers
			Special Education – DCAS Alt
			Nurses
			Early Childhood

DPAS II(R) COMPONENT FIVE

- **What's New?**
 - **Three Educator Groups**
 - **Group I** – DCAS educators who teach reading and/or math in grades three (3) through ten (10)
 - **Group II** – Any other educator who teaches at any grade level or subject other than DCAS reading and/or math
 - **Group III** – Any educator who does not meet the criteria for Group I or Group II will defer to Group III

DPAS II(R) COMPONENT FIVE

- **What's New?**
 - **Three Measures**
 - **Measure A** – Based upon DCAS instructional scale scores for reading and/or math in grades three (3) through ten (10)
 - **Measure B** – External and Internal Assessments
 - ***External*** – DDOE approved, standardized assessments (DIBELS, STAR Reading, STAR Math)
 - ***Internal*** – DDOE approved, educator developed pre/post student assessments specific to subject and grade level
 - **Measure C** – Growth Goals
 - DDOE approved, educator developed goals specific to content area and/or job assignment

HOW DO WE MATCH THE EDUCATOR GROUPS TO THE MEASURES?

	Measure A	Measure B	Measure C
Group I Must use a minimum of two (2) Measures	50% Must use Measure A	50% Must use at least (1) Measure B	
Group II Must use a minimum of four (4) Measures		50% Must use at least (1) Measure B	50% Must use at least (1) Measure C
Group III Must use a minimum of four (4) Measures			100% Must use at least four (4) Measure Cs

HOW WILL MEASURE A BE RATED?

Exceeds	Satisfactory	Unsatisfactory (with administrator discretion)	Unsatisfactory
65% or more of a teacher's DCAS student growth targets are met	50-64% of a teacher's DCAS student growth targets are met	35-49% of a teacher's DCAS student growth targets are met (conference between administrator and teacher could provide option to upgrade to a "Satisfactory" rating	Less than 35% of a teacher's DCAS student growth targets are met

HOW WILL MEASURE B AND C BE RATED?

Exceeds	Satisfactory	Unsatisfactory
The agreed upon "exceeds" target is met or surpassed.	The agreed upon "satisfactory" target is met or surpassed, but the "exceeds" target is not met.	The agreed upon "satisfactory" target is not met.

NEXT STEPS

- All training materials from August sessions posted to the DOE website
- Additional county-wide “team” training scheduled for September
- Online training modules being finalized
- Updated teacher, specialist and administrator guides being finalized
- SunGard – online training of Performance Plus

CHALLENGES

- Process to audit documents uploaded to Performance Plus to ensure accuracy
- Process to provide a feedback loop for districts/schools with implementation for the 2012-13 school year
- Process to handle questions/concerns related to implementation
- TIME...



LESSONS LEARNED FROM NORTH CAROLINA'S NON-TESTED GRADES AND SUBJECTS STRATEGY

Facilitator: Elizabeth Shaw, RSN

**Presenter: Jenn Preston, Race to the Top Coordinator for
Teacher and Leader Effectiveness, NC Department of Public
Instruction**

LESSONS LEARNED FROM NORTH CAROLINA'S NON-TESTED GRADES AND SUBJECTS STRATEGY

Objective: Participants will understand how NC has approached NTGS through a statewide assessment design strategy, and will also draw applicable lessons from NC's work to engage educators in that process.

Guiding Questions:

- What prerequisite capacity, expertise, educator investment or political will is necessary to design statewide measures of student learning?
- How can states draw from the capacity of educators in the field to increase the quality of their measures?
- What is the ongoing cost of this strategy? How has NC planned for this cost?
- What types of processes and systems can be used to improve the quality of measurements over time?



THE MEASURES OF STUDENT LEARNING NC'S COMMON EXAMS

PRESENTERS

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<http://www.ncpublicschools.org/educatoreffect/>

MEASURES OF STUDENT LEARNING



- Common summative assessments used across LEAs and Race to the Top-funded charter schools
- Design process includes over 800 educators in two steps:
 - Blueprint creation
 - Item reviews
- Thirty MSLS implemented during 2012 – 2013 in grades 4 – 12 social studies, science, ELA, and mathematics



PROMISING PRACTICES



- Deep engagement of educators, not only as part of the design process but as key communicators
- LEA flexibility and ownership of administration
- Partnership with higher education and “trendsetter” LEAs
- Use of regional infrastructure for support and information



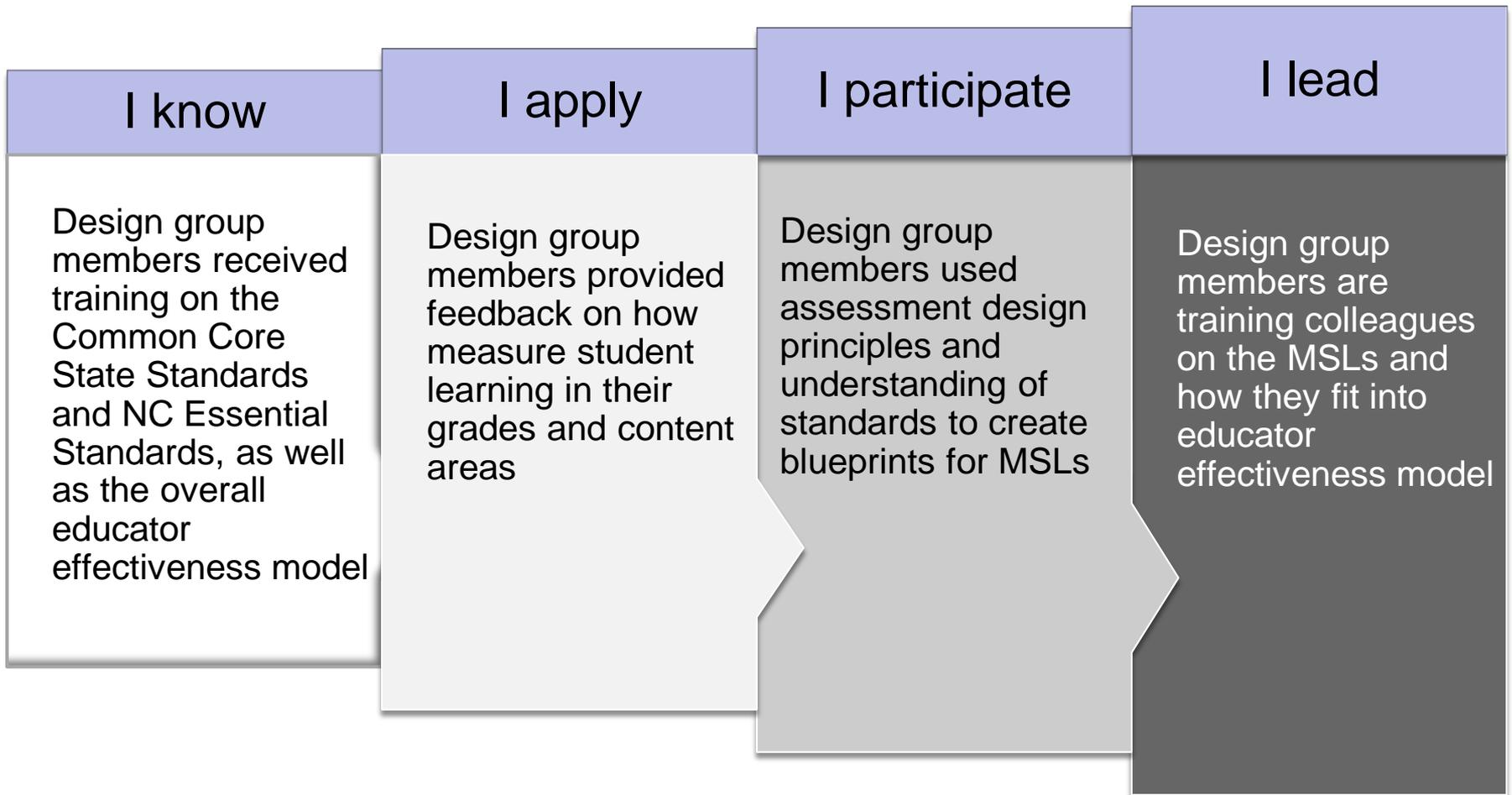
MAJOR CHALLENGES



- Staffing and funding constraints (state-and LEA-level)
- Shifting to new standards at the same time as new assessments
- Perception of expanded “bubble tests” in all content areas and grades
- Data quality and integration
- Grounding work in better outcomes for students



EDUCATOR ENGAGEMENT



CONTINUOUS IMPROVEMENT



- Formative feedback from Race to the Top evaluation team
- Meetings with LEA “Educator Effectiveness” teams
- Statistical analysis of scores
 - Distribution studies
 - Comparison of scores from different sections
 - Value-added modeling





LESSONS LEARNED FROM TENNESSEE'S NON-TESTED GRADES AND SUBJECTS STRATEGY

Facilitator: Elizabeth Shaw, RSN

**Presenters: Sara Heyburn, Assistant
Commissioner, Teachers and Leaders
and Dru Davidson, Chair of Arts Education,
Memphis City Schools**

LESSONS LEARNED FROM TENNESSEE'S NON-TESTED GRADES AND SUBJECTS STRATEGY

Objective: Participants will understand and draw applicable lessons from TN's portfolio-based assessment pilot in fine arts, as well as from TN's teacher involvement in assessment design.

Guiding Questions:

- How did the portfolio-based assessment in fine and performing arts develop through state and district collaboration? What conditions allowed this to happen?
- How is TN grappling with the issue of scale as the portfolio-based assessments are implemented statewide this year? What has the state learned about working with partners to access talent and feedback during scaling?
- How does the state balance the need to maintain high level of quality for NTGS implementation while allowing for varying levels of interest and commitment at individual districts?
- What data has TN collected on its measures and how has that informed their strategy?
- What strategies has TN used to engage educators in assessment development?
Where has the state been more or less successful at engaging educators?

SUMMARY OF PROGRAM EFFORTS TO DATE

- Vision/Framing for work:
 - Focus on measures that will help students and teachers
 - Desire to keep tight on criteria, but loose on district usage decisions
 - Engage non-tested educators throughout the process
 - For some subjects outside the three R's, utilizing a portfolio approach
- Process: TDOE determined timeline and steps; several phases of work

SUMMARY OF PROGRAM EFFORTS TO DATE

- Promising Practices:
 - Fine Arts Portfolio
 - Educator Engagement
- Challenges:
 - Ensuring portfolio models truly measure growth (vs. achievement)
 - Ensuring the right people are at the table
 - Resources for implementation

HOW ARE EDUCATORS ENGAGED IN DEVELOPING NTGS MEASURES?

I know	I apply	I participate	I lead
<ul style="list-style-type: none">• Educators can articulate which non-tested group they fall into and the measures available to them.• Ex: A high school P.E. teacher can articulate that he/she will receive a school-wide value added score.	<ul style="list-style-type: none">• Educators can use developed non-tested measures to drive student learning and professional development.• Ex: Music teachers will use the fine arts portfolio to identify areas of reinforcement and refinement in their teaching.	<ul style="list-style-type: none">• Educators work on educator group teams to develop NTGS measures.• Ex: Educators in pre-K and K have gathered to develop a portfolio model to measure growth in the early grades.	<ul style="list-style-type: none">• Educators drive the creation of NTGS measures in their subject area or field.• Ex: Dru Davison driving forward the creation of the Fine Arts portfolio.

BUILDING SYSTEMS TO IMPROVE MEASUREMENT OVER TIME

- In approving measures, standards for evaluating teachers on portfolios need to be aligned to college and career ready standards.
 - Educator groups will continue to meet periodically once a measure has been approved to ensure alignment.
- Data will be collected for all measures that are approved to assess predictive power and psychometric robustness.
 - Any approved measure that yields a value-added score will go through the same validity and reliability analysis as state assessments.

CURRENT STATE OF NTGS MEASURES IN TN

NTGS Group	2012-13 Status
Fine Arts	Portfolio measure approved for use
Grades 1-3	Use of Stanford 10 to create value-added; RFP for state assessment
Pre-K and K	Portfolio measure in development
CTE	Inclusion of CTE-concentrator school-wide score
P.E./Health	Portfolio measure in development
HS Social Studies	RFP for government assessment; assessing validity of portfolio aligned to CCSS
Special Education	Pursuing the removal of statute prohibiting use of test scores from students with disabilities for individual teacher effect scores
HS Science	Assessing validity of portfolio aligned to CCSS
World Languages	Assessing validity of using STAMP to create value-added scores

FOCUS ON FINE ARTS

- 7 step process for approving a growth measure:
 1. *Educator group is formed.*
 2. *Educator group identifies appropriate college and career ready standards in subject area.*
 3. *Educator group identifies and/or develops the measure according to state criteria.*
 4. *Measure is reviewed by various stakeholders.*
 5. *State reviews with input from technical advisors.*
 6. *If conditionally approved, measure goes through a pilot.*
 7. *Measure is approved for statewide use.*

LESSONS LEARNED

- Engaging educators is a must.
- Growth doesn't have to mean value-added. However,
 - It is important to hold a high bar for what are approved as alternate measures for growth.
 - It is important to be as consistent as possible within and across content areas and grades.
- Don't underestimate the effort needed to identify, develop and implement high quality measures.
 - It is easy to deprioritize NTGS, but it takes time, expertise and capacity to develop and implement high quality measures.



THREE STATE REFLECTION

Facilitator: Elizabeth Shaw, RSN

THREE STATE REFLECTION

Objective: Participants will discuss commonalities and differences in the three states' strategies and reflect on implied common design principles for implementing measures in NTGS.

Guiding Questions:

- What are the commonalities between the NTGS strategy of each of the three states?
- What are the differences between the NTGS strategies of each of the three states?
- What common or different design principles are emerging based on the varied experiences of the states?

INDIVIDUAL REFLECTION

Please take 5 minutes to engage in individual reflection and answer these two questions:

- What do states' NTGS strategies have in common? Where do they differ?
- What are the emerging trends in these state's approaches to NTGS? What is most notable in the differences between their approaches?



SYSTEMS FOR ENGAGEMENT AND ITERATION

Facilitator: Brad Jupp, Senior Program Advisor on
Teacher Initiatives, U.S. Department of Education

SYSTEMS FOR ENGAGEMENT AND ITERATION

Objective: Participants will reflect on the central ideas from the seminar (engaging educators in NTGS strategies and building systems to improve measurement over time) and will discuss how they can use these lessons to inform their practice in their home state.

Guiding Questions:

- How has the content of the seminar shaped your plans for implementing NTGS strategies?
- How does the state plan to build systems for continuous improvement of measurement tools? What concerns or challenges does the state face in building systems for iteration?
- How does the state plan to engage educators in developing NTGS measures? What particular concerns or challenges does the state face in working to ensure that educators are actively engaged in system design?

INDIVIDUAL REFLECTION

Please take 5 minutes to engage in individual reflection on how the content of the day will shifted your state's NTGS strategy by answering the questions below:

- Based on your pre-work: What has the state learned today that will change your NTGS educator engagement strategy? Please fill out changes on the template
- What specific ideas or strategies have been identified that you will take back with you? How has the content of the seminar shaped your plans for implementing NTGS strategies?
- How do you plan to build systems for continuous improvement of measurement tools? What concerns or challenges do you face in building systems for iteration?



CLOSING REMARKS



Reform Support Network

THANK YOU