



Developing Leaders Notes

Date: April 12, 2017

Session Title: Student Growth Measures for Teacher Evals

Focus Area:

MAASE Focus Areas:

We will align and organize the strategic priorities and work of MAASE to focus on the following elements:

High Quality Student Evaluations	Specially Designed Instruction	Skilled Staff	Program Evaluation
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Through the platforms of:

Association Partnerships	Legislative Action and Advocacy	Professional Learning	Membership Services
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EdCamp is an open format where group members share thoughts to help one another in implementation of "real life" practice. These notes reflect the thinking of someone in the group but do not represent an official position on behalf of MAASE. Anyone using this as a resource is encouraged to use their best judgement in interpreting the suggestions.

MAASE EdCamp Format:

1. Clarify the Problem of Practice to Solve
2. Collaborate around the Problem of Practice by offering suggestions and resources
3. Give feedback to the committee on how to improve next time

Notes:

- What is the problem of practice?

Student growth measures for teacher evaluations:

-Struggles with high incidence disabilities located in GE buildings, especially when you have to aggregate that up to the Supervisor level (which led Monroe to attempt to solve this issue)

- Suggestions and resources:

-Monroe used a portfolio system for student growth

-Monroe took the essential elements and targets and lined them up developmentally, 82 ladders K-2 for literacy.

They created item banks to assess students and will give them a more discrete look at student growth for teacher evaluation. They are working with 2 professors to do this work and are trying to get items added to illuminate.

-MAASE's stance on using IEP goals and objectives for student growth is that it can be problematic. There is information in the platform and priorities document on this as well as information on CEC's website.

-It would make sense to not just use progress on goals and objectives when you want to know if a student is making progress on IEP goals and objectives.

-Utica is using NWEA and looks at the rate of progress in comparison to the peer group.

-Blossomland uses data that they are already collecting for IEP goals and objectives (using curriculum embedded tools) so that they aren't doing something separate which their teachers appreciate.

-Grand Rapids uses NWEA, they have target scores that apply to everybody (ie target is 10 points but their student only gets 2 points). That is growth, or progress, but it isn't recognized as such because it didn't meet the target.

-Some districts allow teachers to pick what measure they want to use based on their focus for the year.

-Wayne RESA put out a document on student growth, Muskegon is working through that document and how they would apply SLOs.

-NWEA isn't designed to measure growth at the high school level, they say the most growth you would see is one point, maybe two, so that creates a challenge.

-Branch purchased KTEA and Woodcock Johnson for those who want it.

-Evaluate based on caseload or students that they "touch"?

- Difficult to standardize the data due to the individualization and nature of the IEP and its intent
- Allow teachers to choose an area to focus on in regards to growth fosters more creativity
- Branch individualizes growth measures for each student, because general education teachers had to have every student at grade level in order to be highly effective. It was based on both growth and proficiency. This new strategy seems to be working. Utica suggested a rate of improvement formula as an alternate method.
- We have to try and keep our process student centered.
- There is no money from the House in the budget and only a small amount in the Senate budget. The committee led by Dr. Ball no longer exists.
- Monroe created a ladder for transition services and for center based services, Pat Drake is doing some work on this as well for low incidence populations
- Is the teacher using effective instructional strategies? Muskegon developed ELA tools using the four blocks method. It is observational and is only 1 of 3 measures.

Feedback:

- What made this time worth your while?
- What specifically can we do to make this better?