Excellent Educators For New Jersey (EE4NJ)

Teacher Effectiveness Evaluation Pilot
September 1, 2011 – September 30, 2012

Background:
New Jersey Educator Effectiveness Task Force

Research

Educator effectiveness is the most important <u>in-school</u> factor for improving student achievement.

"Having a top-quartile teacher rather than a bottom-quartile teacher four years in a row could be enough to close the black-white test score gap."
Gordon, Kane and Staiger, 2006

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"The effect of increases in teacher quality swamps the impact of any other educational investment, such as reductions in class size."
Goldhaber, 2009

Contextual Background

- Achievement gap and global rankings

- "The Widget Effect" and other research

- Shift from teaching to learning environment

- "Race to the Top" and focus on educator effectiveness

- Governor's Executive Order No. 42

The Widget Effect, from The New Teacher Project

▸ The *Widget Effect* describes the tendency of school districts to assume classroom effectiveness is the same from teacher to teacher

▸ This fallacy fosters an environment in which teachers cease to be understood as <u>individual professionals</u>, but rather as <u>interchangeable parts</u>

▸ Findings:
  ・ All teachers are rated good or great
  ・ Excellence goes unrecognized
  ・ Inadequate professional development
  ・ No special attention to novices
  ・ Poor performance goes unaddressed

Executive Order No. 42

- 9-member Task Force

- Design a framework to measure teacher and leader effectiveness, based on two parameters:

  – **multiple measures** of **student achievement** that represent at least 50% of the teacher/school leader evaluation

  – **practices of effective teachers and school leaders** that comprise the remaining basis for such evaluations

Theory of Action

▶ High-quality evaluation systems will enable districts and the state to:

✓ identify and address professional development needs

✓ improve personnel decisions

➢ **and therefore drive significant improvements in student learning**

Goals for Teacher Effectiveness Evaluation System

▸ Increase student achievement

▸ Accurately assess teacher effectiveness so teachers can get meaningful feedback

▸ Support ongoing improvement of all educators
  ◦ Ensure appropriate training and links to professional development opportunities

▸ Facilitate school- and district-wide collaborative cultures focused on continuous improvement
  ◦ Foster a culture of openness and sharing

EE4NJ Pilot Overview

Goals for Teacher Effectiveness Evaluation Pilot

▸ Get feedback so adjustments can be made

   ◦ Learn about successes and challenges on a small scale first in order to design the best system possible

   ◦ No state-level consequences through law or regulation

▸ Actively engage district educators and stakeholders in shaping the development and implementation of the evaluation system

   ◦ Learn from those who will be directly affected by it

Benefits for pilot participants

- State support -- $$ and resources

- Opportunity to identify and recognize greatness in the classroom and develop and support those who need help
  ◦ Evaluations will include multiple measures of learning outcomes and effective practice, as well as growth data

- Engaging educators and stakeholders in shaping the evaluation system and its implementation

- The ability to decide how to use pilot results

EE4NJ Pilot Selection

- The Notice of Grant Opportunity (NGO) for districts to apply for EE4NJ was open from 6/15– 7/28, 2011

- The NJDOE received **31 applications**; each application was evaluated based on quality, comprehensiveness, completeness, accuracy, and adherence to the guidelines and requirements of the NGO

- In order to include the widest possible distribution, the NJDOE made awards to the highest ranking application in each **District Factor Group**, and in each **region** (north, central, south)

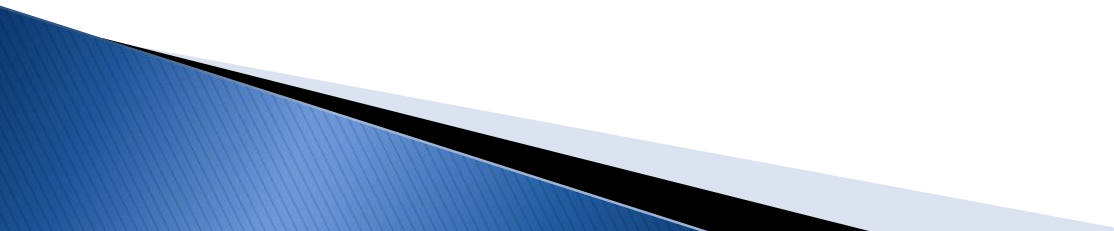- Additional awards were made based on total score based on available funds

Selected EE4NJ Pilot Districts

- Alexandria Township (Hunterdon)
- Bergenfield (Bergen)
- Elizabeth (Union)
- Monroe Township (Middlesex)
- Ocean City (Cape May)
- Pemberton Township (Burlington)
- Red Bank Borough(Monmouth)
- Secaucus (Hudson)
- West Deptford Township (Gloucester)
- Woodstown–Pilesgrove Regional (Salem)

Additional EE4NJ Pilot Participants

- All 19 schools currently receiving School Improvement Grant (SIG) funding:
  - Camden (3)
  - East Orange (1)
  - Essex County Vocational (1)
  - Jersey City (3)
  - Lakewood (1)
  - Newark (7)
  - Paterson (2)
  - Roselle Borough (1)

- Newark Public Schools(through separate funding)

EE4NJ Project Requirements

- Collaboration with NJDOE
- School district advisory committee
- Communication plan
- Aligned professional development plan
- Comprehensive training for evaluators and teachers
- Web-based performance management system
- Commitment to develop and test measures of student performance

Funding of the EE4NJ Pilot

- Total state funding available – $1,160, 171

- Funding allocated based on the number of teachers within pilot districts
  - $49,000–$206,000 for 25–600+ teachers
  - Districts with less than 600 teachers: all teachers/all schools participate
  - Districts with more than 600 teachers: may select a subset of schools to participate

- Any costs exceeding the grant funding amounts must be borne by the district

- NJDOE funding for external researcher: $100,000

Teacher Effectiveness Evaluation System

Teacher Evaluation
100%

Student Achievement
(outputs of learning)
50% of total evaluation

Teacher Practice
(inputs associated with learning)
50% of total evaluation

Measures of Student Achievement include:

• **Student achievement** on state-approved assessments or performance-based evaluations, representing **35%-45%** of the evaluation; and

•State-approved **school-wide** performance measure, representing **5%** of the evaluation.

•Districts have the option of also including additional performance measures.

Measures of Teacher Practice include:

•Use of a state-approved **teacher practice evaluation framework** and measurement tools to collect and review evidence of teacher practice, including classroom observation as a major component, representing **25%-47.5%;** and

•At least one **additional tool** to assess teacher practice, representing **2.5%-25%.**

EE4NJ Project Requirements
Teacher Practice Components

The Teacher Practice Evaluation Framework must meet the following criteria:

- Research-based, valid, and reliable

- Aligns to 2011 InTASC Model Core Teaching Standards

- Includes observations as major component

- Collects evidence on:
  ◦ Learning environment
  ◦ Instructional practice
  ◦ Planning and preparation
  ◦ Self-reflection on teacher practice
  ◦ Professional responsibilities and collaboration

- Includes rubrics with min. 4 levels of performance

EE4NJ Project Requirements
Teacher Practice Components (50%)

▶ Teacher Practice Evaluation Framework: 25% - 47.5%

▶ At least one additional tool to assess teacher practice: 2.5% - 25%

- Documentation logs/portfolios
- Student survey

Training on Teacher Practice Evaluation Framework

Training for evaluators

- Minimum three days training

- Recommend certification or authorization for evaluators

- Frequent monitoring for evaluator accuracy and inter-rater reliability

- Ongoing coaching to ensure accuracy and inter-rater reliability

Training on Teacher Practice Evaluation Framework

Training for teachers and other non-evaluators

- Minimum 2 full days of training on:
  - Standards of practice
  - Expectations of the evaluation framework

- Recommended: train-the-trainer model to build district capacity and realize cost savings

Teacher Practice Evaluation Procedures

‣ **Non-tenured**: 3 formal observations (with pre- and post- conference) and 2 informal observations (with feedback)

‣ **Tenured**: 2 formal observations(with pre- and post-conference) and 2 informal observations (with feedback)

‣ **Informal /formative observations** are not included in summative evaluation

‣ **One summative evaluation** with a mutually developed PDP

‣ Annual teacher **self-assessment** of practice

‣ **Professional development** to support growth

EE4NJ Project Requirements
Student Achievement Components

Student achievement on state-approved assessments or performance-based evaluations: 35% – 45%

School-wide measure of student achievement: 5%
- Aggregation of all students' growth on state assessments
- A school- specific goal based on an area of need (e.g., graduation rates, promotion rates, college matriculation rates)

Districts have the option of including additional performance measures: 0–10%
- Nationally normed tests, supplemental assessments, end of course tests

EE4NJ Project Requirements Student Achievement Components

Student achievement measure: 35–45% of evaluation

- Tested subjects and grades: use growth on state assessments of math and language arts in grades 4–8

- Untested subjects and grades: work with DOE to identify existing assessments or develop new assessments or performance tasks

Pilot districts to designate one person to oversee student achievement data

Understanding Growth

Why Measure Growth?

- Growth makes it possible to see progress for students at *all* performance levels
  - A low-performing student might be growing "faster" than a higher-performing student
  - This is impossible to see using only point-in-time "status" metrics

- Growth data enables us to identify where educators are making an impact over time, both for previously high performing and low performing students
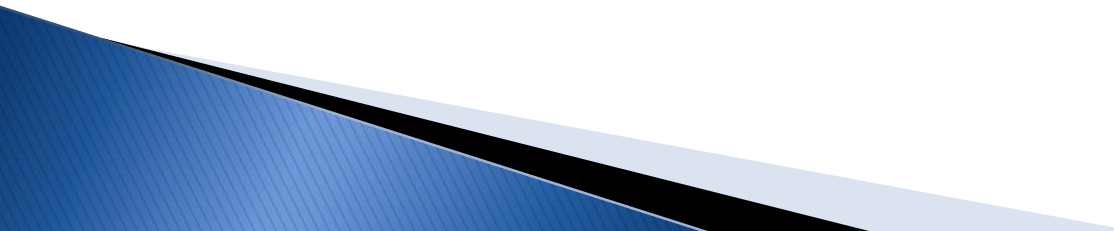
Federal Requirements for Growth in Stimulus Act

Calculate Growth:

"Provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs."
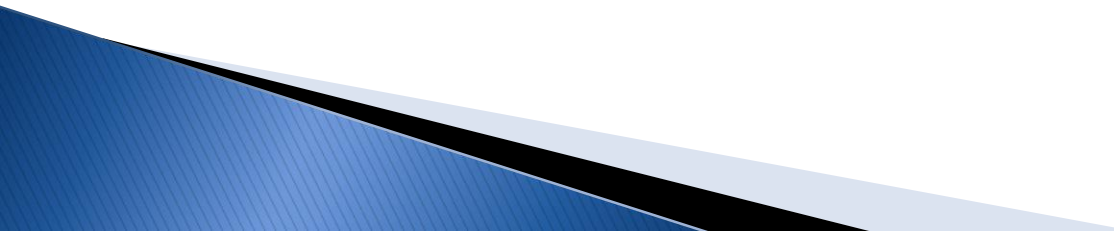
Reports of Teacher Impact:

"Provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments."
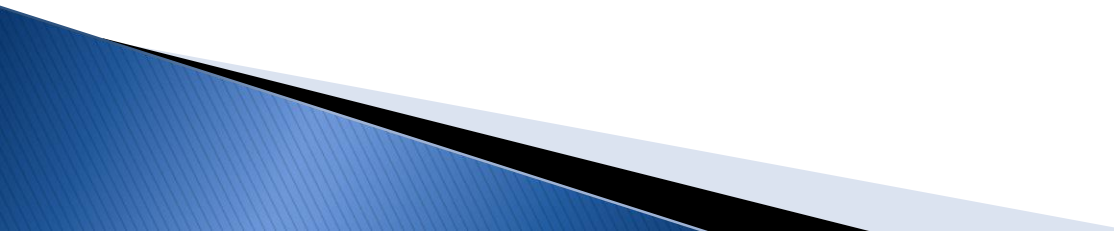
Growth Methodologies

- Value-Added Method (VAM) – developed by Bill Sanders. In use in Tennessee and Pennsylvania

- Student Growth Percentile (SGP) – developed by Damian Betebenner. In use in more than two dozen states, such as Colorado, Massachusetts, Arkansas, Louisiana, and Illinois

Why SGP in NJ?

- Fits NJ's assessment system well

- Is sophisticated enough to be valid and reliable, but also easily understood

- Has meaning to educators in understanding the progress of specific students

- Clearly creates like-comparison groups based on prior years of assessment performance
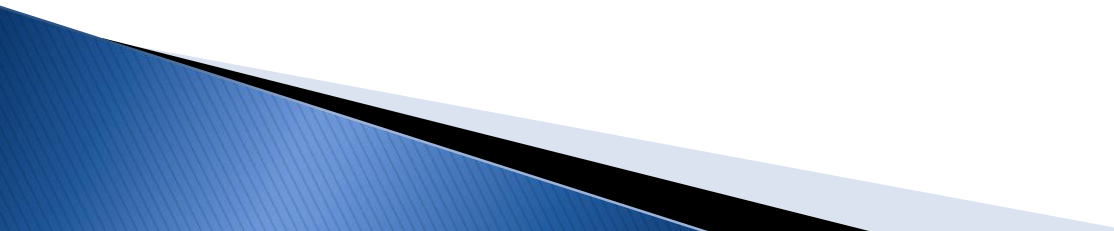
NJ SMART Development

- Assigned unique student identifiers (SID)
- Load Assessment results

- Beginning 2011-2012 Assign unique staff identifiers (SMID)

- Collect certificated and non-certificated staff data (October 2011)

- Collect course/section roster data with SIDs and SMIDs (July 2012)

- Link teachers to students (Fall 2012)

Academic Peers

- A Student Growth Percentile (SGP) is calculated by comparing a student's performance to his or her "academic peers"

- Academic peers are students throughout the State of New Jersey with a similar NJ ASK test score history (going back multiple years)

- SGP does <u>not</u> "control for" any demographic factors or specific programs (e.g. ELL or special education)

Measuring Growth for Groups of Students

- **Median SGP** is defined as the midpoint at which half the students have a higher SGP and half the students have a lower SGP

- **Median SGP** is used as a measure of growth for a district, a school, or a classroom

Involving Educators

EE4NJ Feedback Loop

- The state Evaluation Pilot Advisory Committee (EPAC) will guide pilot and statewide implementation
  ◦ 20+ EPAC members represent stakeholder groups from a diverse cross-section of the New Jersey education landscape
  ◦ 37+ total

- Each pilot district will convene a District Evaluation Pilot Advisory Committee (DEPAC) and appoint one liaison to serve on the EPAC
  ◦ DEPACs will include district stakeholders and meet monthly to discuss pilot challenges and provide feedback about the program
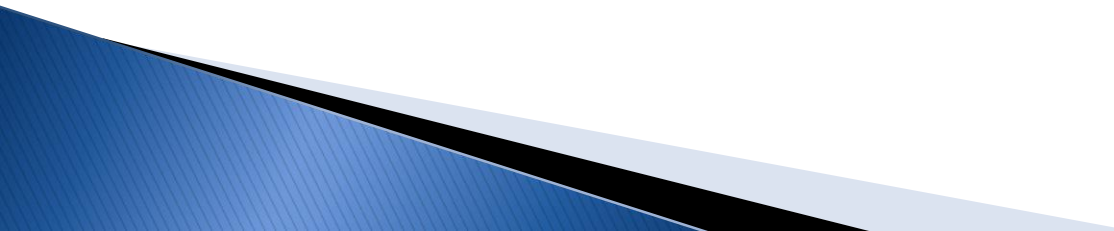
EE4NJ Feedback Loop

▸ The state Evaluation Pilot Advisory Committee (EPAC) members:
  ◦ Teachers (5)
  ◦ Superintendents (2)
  ◦ Principals (3)
  ◦ Central office/SIG (2)
  ◦ Special Education Supervisor (1)
  ◦ Higher education (2)
  ◦ School boards (1)
  ◦ State board (1)
  ◦ Vocational schools (1)
  ◦ Parents (1)
  ◦ Non-public schools (1)
  ◦ Charter schools (1)

EE4NJ Support

▸ Personal technical assistance

▸ Guidance documents and tools

▸ Communications plans

▸ Cross-pilot sharing

▸ Guidance on student achievement measures

▸ Training on data use

▸ Professional learning communities

Key Dates

- **By 9/30:**   First DEPAC meeting

- **By 9/30:**   Evaluator training underway

- **By 9/30:**   Update district PD Plan

- **10/24:**   EE4NJ Summit

- **By 11/30:**   Begin teacher training

- **By 12/23:**   Observations/evaluations underway

EE4NJ Contact Information

- EE4NJ Website:
  - http://www.state.nj.us/education/EE4NJ/

- Email:
  - ee4nj@doe.state.nj.us

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  - 609-341-3306