



NEW ENGLAND  
SECONDARY SCHOOL  
CONSORTIUM



New Hampshire  
**Department of  
Education**

# A Conversation About Educator Effectiveness: Using Data and Feedback to Build Capacity

High School Redesign in Action  
March 23, 2012

# PRESENTERS

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Deputy Commissioner, NH Department of Education

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Great Schools Partnership

# Session Outcomes

## Participants will:

explore how educator evaluation can best build capacity for instructional improvement

better understand the difficult issues of educator evaluation

understand how a state—New Hampshire—is developing a system to build teacher capacity at scale.

# Key Questions on Educator Evaluation

How can evaluation systems focus on building teacher capacity?

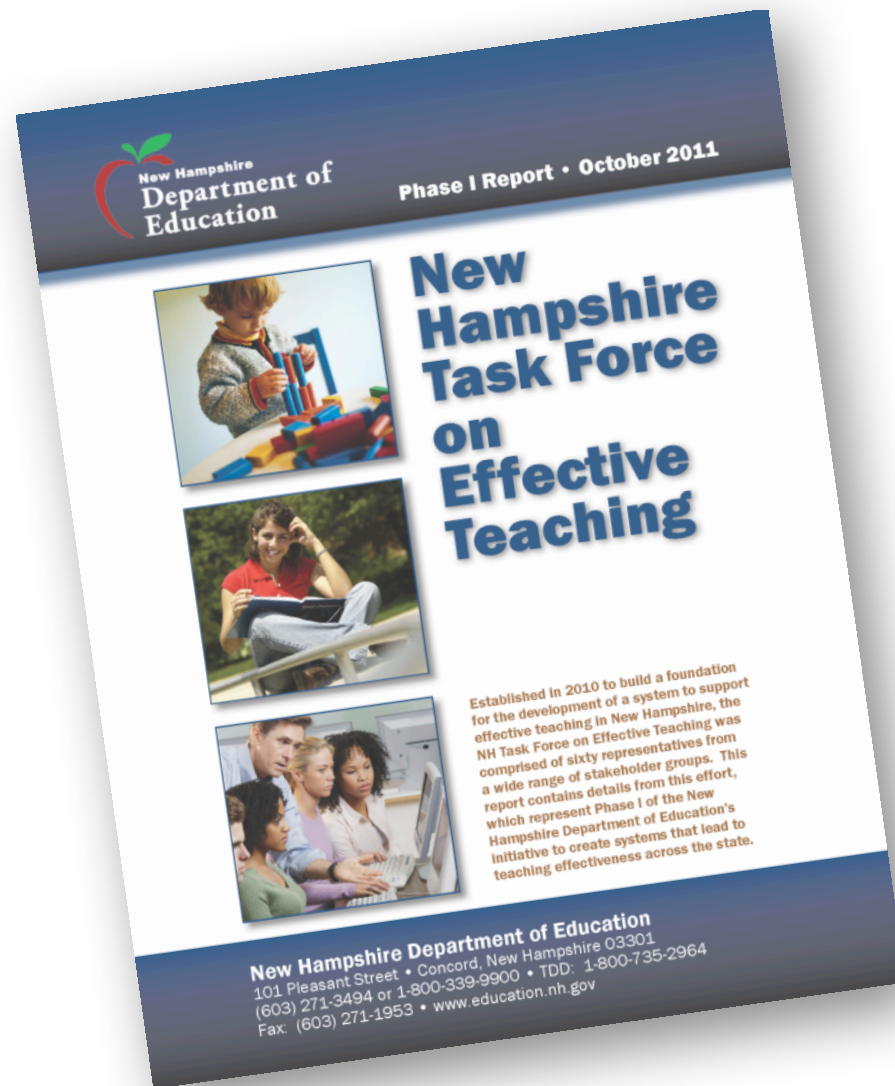
How can data be used to support—not hinder—educator improvement?

How can data on student achievement and attainment be used effectively and fairly?

What roles must teachers play in the development and implementation of evaluation systems?

How do various assessment formats support effective evaluation systems?

# In NH, what have we been doing?



In the fall of 2010, a group was selected to study the changing national scene focusing on teacher performance and student achievement

# Who was involved?



The Task Force was comprised of approximately 60 representatives from a wide range of stakeholder groups

# NH Stakeholder Groups

## Educators in the field

- Teachers
- Principals
- Superintendents

## Higher Education

- Teacher Prep Programs

## Parents

## School Board Members

## Professional Standards Board

## Legislators

## Technical Assistance/ Research Consultants

- NECC
- REL-NEI

## NH DOE Staff

# How was it done?

## Strategies

- Met with experts in the field studying teacher effectiveness and student achievement.
- Reviewed the research literature in detail to determine the validity of studies and identify how other states are viewing teacher effectiveness.
- Built consensus through stakeholder participation.
- Developed a New Hampshire Blueprint for identifying the critical elements of effective teaching



# How was it done?

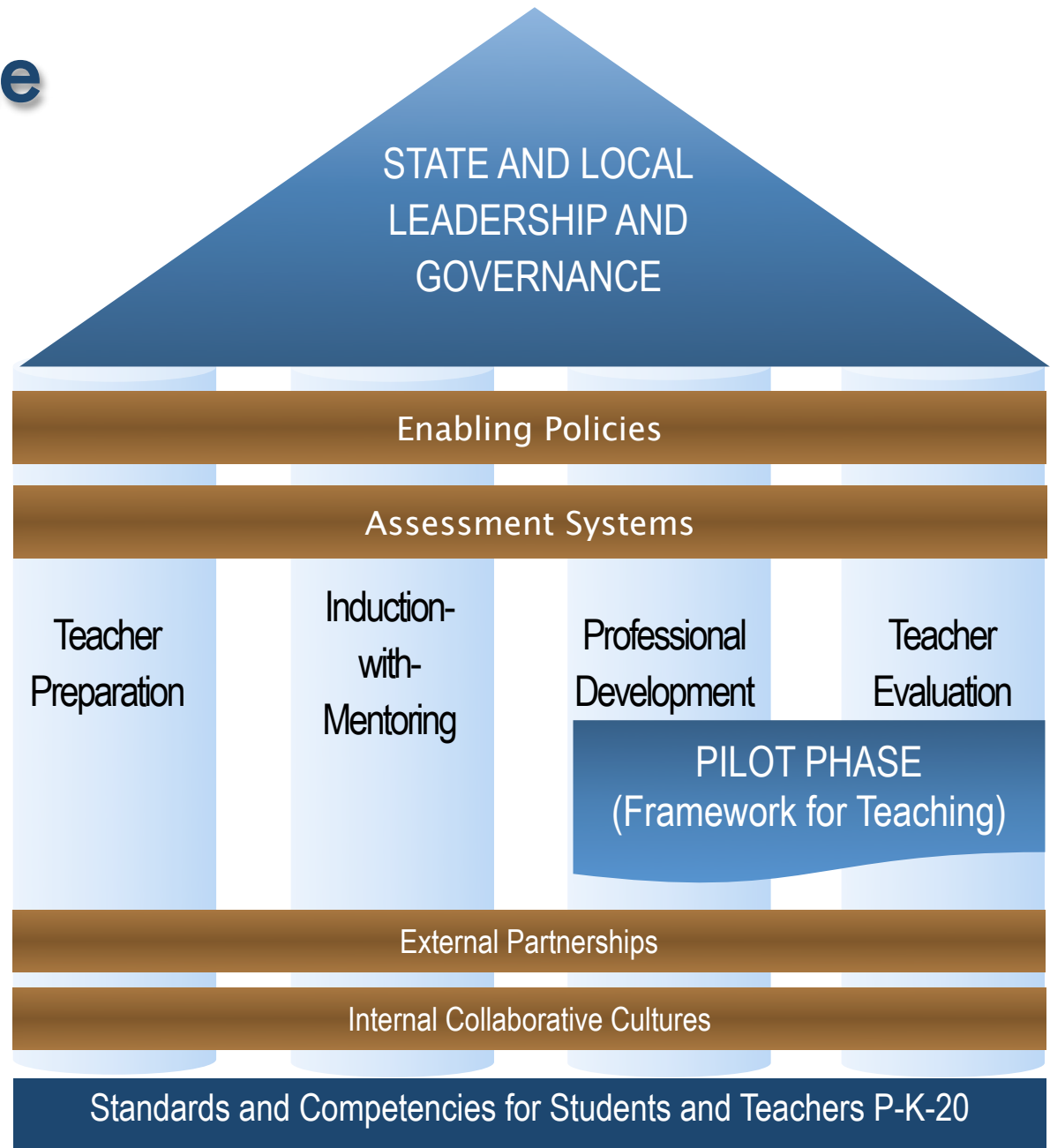
## Strategies

- Identified teacher effectiveness and evaluation models from NH schools and districts that can be replicated.
- Utilized national experts and technical assistance providers in strategic and focused ways



# What was the outcome?

## New Hampshire Blueprint for Effective Teaching



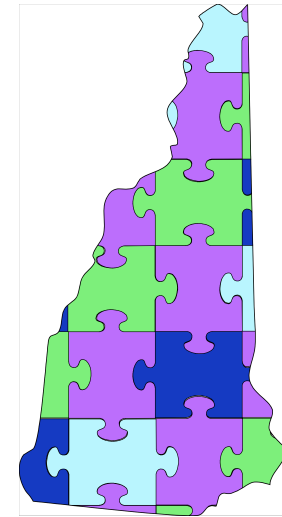
# What was done?

- NH “models of practice” in the area of teacher effectiveness
- Research on teacher effectiveness and teacher evaluation – REL-NEI, NECC, AACC, TQ Center
- National experts – Laura Goe, Charlotte Danielson, Stanley Rabinowitz



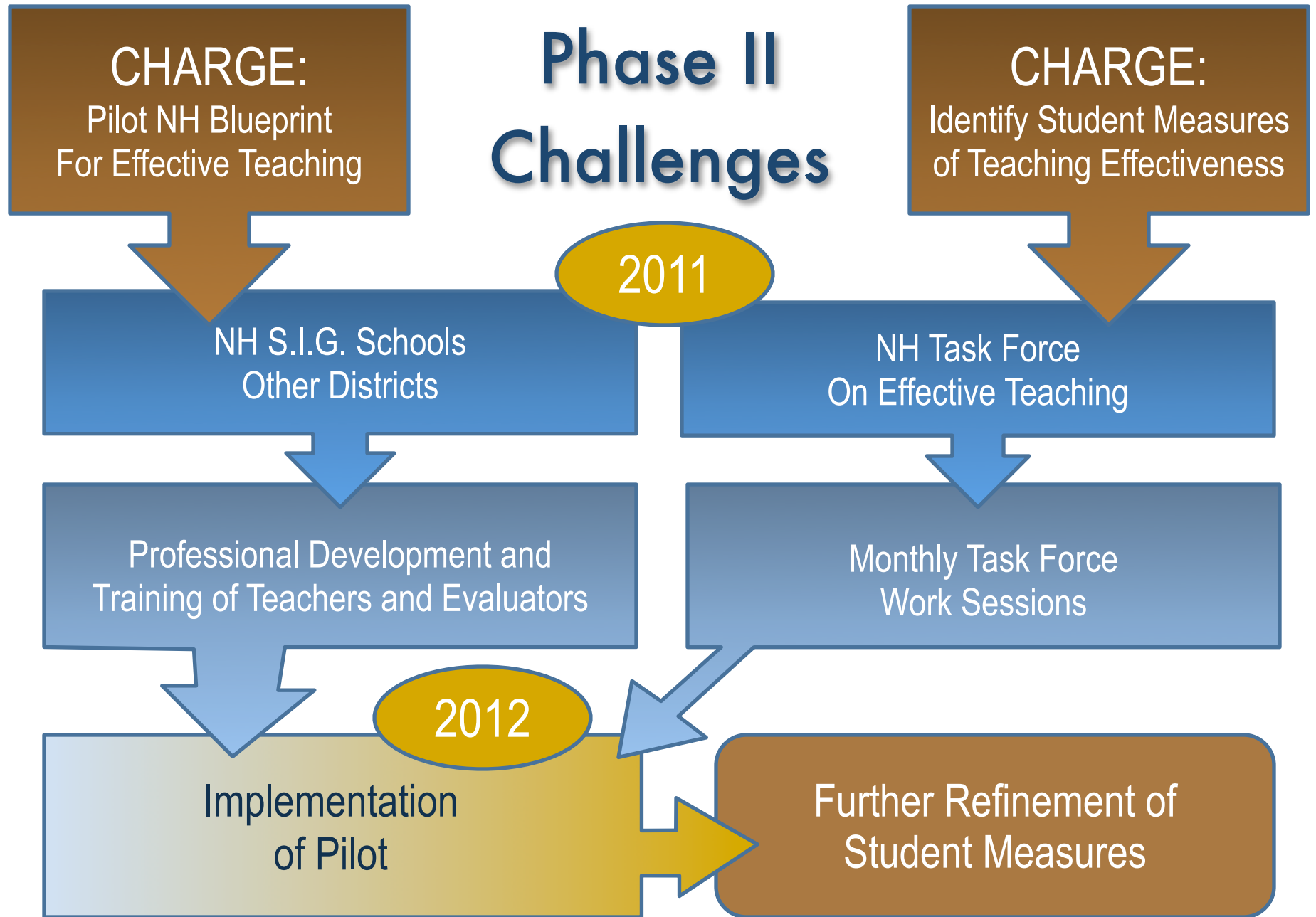
# What's next?

## New Hampshire Strategies



- Pilot Program with SIG schools
- Non-SIG school participation
- Research methodology developed
- Connect teacher effectiveness system to new Accountability System
- Work with Accountability Task Force to identify measures schools are using to measure student growth
- Connect student growth to "Growth Model"
- Continue identifying effective teacher evaluation strategies in N.H.

# Phase II Challenges



# State-Developed Differentiated Recognition, Accountability, and Support

- the SEA's system must, at a minimum:
  - Set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups.
  - Provide incentives and recognition for success on an annual basis by publicly recognizing and, if possible, rewarding Title I schools.
  - Effect dramatic, systemic change in the lowest-performing schools by publicly identifying "priority schools"...
  - Work to close achievement gaps...
  - Provide incentives and supports to ensure continuous improvement in other Title I schools...
  - **Build SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps.**

# Supporting Effective Instruction and Leadership

- must commit to ... implement...teacher and principal evaluation and support systems that:
  1. will be used for continual improvement of instruction;
  2. meaningfully differentiate performance using at least three performance levels;
  3. use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including EL & SWD), and other measures of professional practice

# Supporting Effective Instruction and Leadership

- must commit to ... implement...teacher and principal evaluation and support systems that:
  4. evaluate teachers and principals on a regular basis;
  5. provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
  6. will be used to inform personnel decisions....

# ESEA Flexibility Waiver

In a joint letter to US Secretary of Education Arnie Duncan, Commissioner Barry (NH) and Commissioner Bowen (ME) stated:

“Hurriedly creating a system that lists and labels schools will not work in communities ready to collaborate for student success. Furthermore, the available approved methods of interventions are not viable for many schools in rural states where we routinely struggle to attract quality administrators and teachers. Being able to remove ineffective educators is not a solution in hard to staff schools. Alternatively, we need to create ways to cultivate the teachers we have, recruit the teachers we need, and create learning environments that will retain these quality people.

# ESEA Flexibility Waiver

**“It is our collective belief that New Hampshire and Maine—in order to create an accountability system that meets the needs of the learners in our state—need to implement a fundamentally new theory of change regarding accountability. Our intention is to fully engage our citizens in creating a learner-centered accountability system that will assess both student learning and the learning strategies employed in our schools, develop a differentiated identification and support system, build capacity within our schools and districts to thoughtfully engage in improvement, engage parents and community members as collaborators, and implement changes that are data-driven and effective—to systematically improve student learning for each student.**

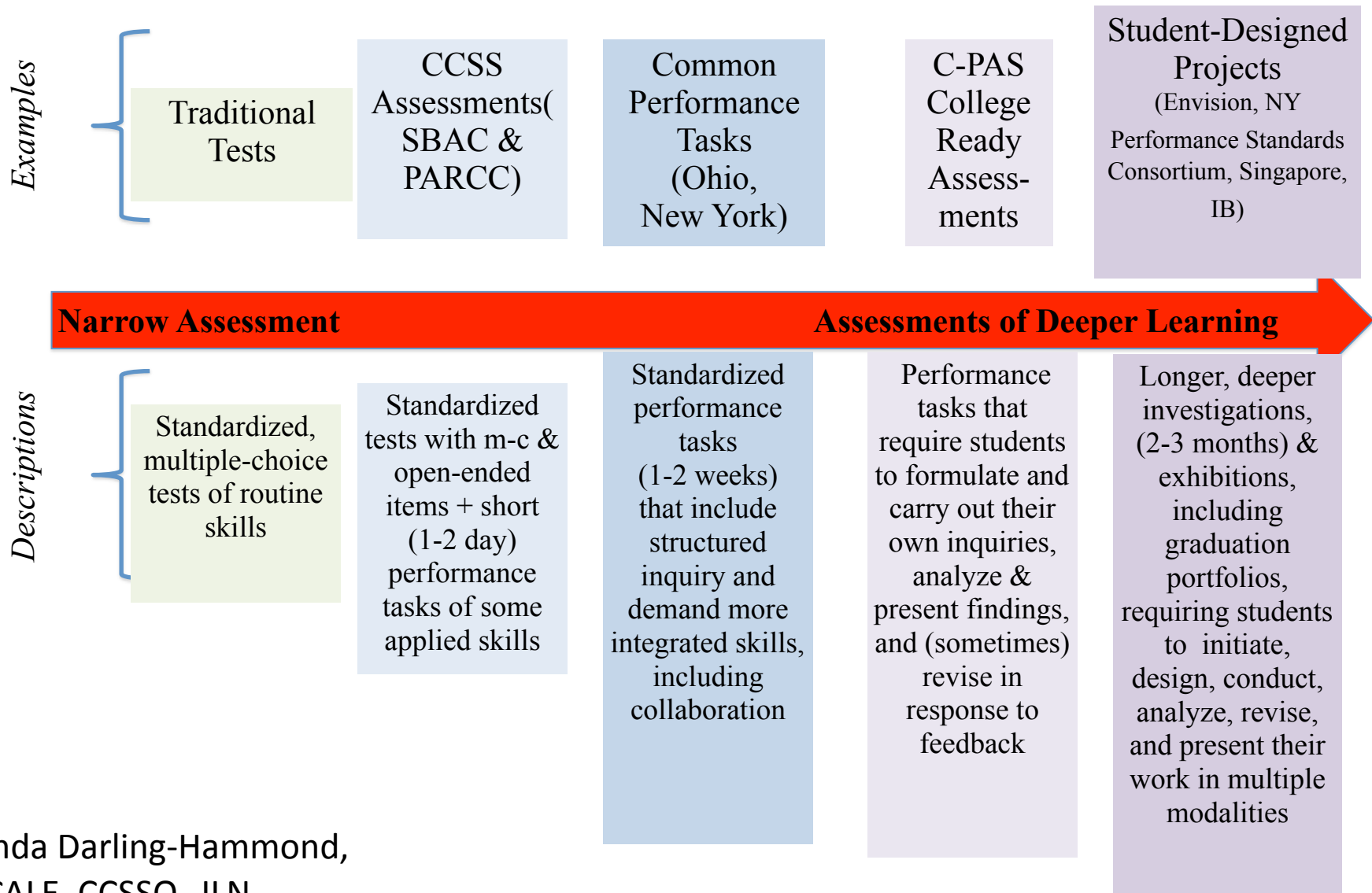
# ESEA Flexibility Waiver

**“This system needs to be plausible and focus on the needs of our states. It needs to be credible with our educators, a reality largely lacking in current ESEA legislation.”**

# NESSC Policy Framework

- **Graduation Decision:** The NESSC states are committed to the creation of state level policies that will require schools and districts to create a graduation decision-making system that replaces or enhances the current system of credit accumulation for graduation.
- **Flexible Learning Pathways:** The NESSC states propose the creation of state policy that will require each middle and high school to create and offer a variety of flexible learning pathways for each student that, by design, engage students actively in their learning, enabling them to successfully navigate the graduation process.
- **System Accountability:** The NESSC states are committed to adding to this system through the creation of processes that will ensure system accountability—measuring, understanding, and improving school, district, and state instructional and organizational systems that support student learning.

# Assessment Continuum



Linda Darling-Hammond,  
SCALE, CCSSO--ILN

# Current Status with Smarter Balanced Consortium

- **NESSC Conversations with Tony Alpert and Joe Wilhoft:**
  - Proficiency based use of interim and summative assessments
  - Extent of Performance Assessments
  - Timeline

# Policy Contexts for Performance Assessments

- Formative guide for diagnosis and instruction
- Component of general summative assessment
- Scored component of (end of) course exams
- Assessments for proficiency-based decisions
- Graduation portfolios, including exhibitions
- Digital portfolios for college admissions/ placement

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# The Basics of SLOs

- Teachers, along with principals (or others), establish goals for each student or the class as a whole
- A measurement or evaluation process is established to determine the extent to which teachers meet their goals
- Teachers are then judged according to this measurement/evaluation process
  
- Sounds simple, right?

# Student Learning Objectives

- **Opportunities:**
  - Can be inclusive of all educators
  - Can incentivize appropriate educational behaviors
    - Setting meaningful goals, monitoring progress toward those goals, and evaluating the extent to which those goals are achieved
- **Challenges:**
  - Will require significant PD and oversight to establish meaningful and comparable goals
  - Still requires high quality measures, at least for posttest
  - Using as a “growth” measure suffers from the same limitations as all of the previous

# Student Learning Objectives as a Framework

- As we work in this area, we need to strive toward building a comprehensive and thoughtful approach that includes the tested subjects/grades, the “non-tested” content area teachers, and other licensed professionals
- “Tested” and “non-tested” subjects and grades can then be viewed as special cases of the comprehensive framework

# Claims, Challenges, Opportunities

- Claim: Teachers have the knowledge, skills, and attitudes (& ethics) to set meaningful, ambitious, and fair goals for individual students
- Challenge: Who will guide, monitor, and/or evaluate the quality of these goals?
  - This adds an extra (or at least different) significant validation requirement beyond test-based approaches
- Opportunity: Teaching quality would like improve if teachers were supported in improving the way they used data to establish goals for individual students.

# Claims, Challenges, Opportunities

- Claim: Teachers have the knowledge and skills to tailor learning opportunities for individual students
- Challenge: Will there be a temptation to limit the range/variability of the goals to maximize efficiency?
- Opportunity: If teachers were really expected to focus on the needs of individual students, learning opportunities could very well improve. Would using group instead of individual goals limit this opportunity?
  - Undoubtedly high school teachers will have to set group goals

# Claims, Challenges and Opportunities

- Claim: Teachers and/or others have measurement or evaluation procedures sufficient for judging whether students have reached the intended goals
- Challenge 1: Are classroom assessment tools capable of validly measuring ambitious goals?
- Challenge 2: If external assessments are used, would that lead to narrow goals to match the more limited tools (tail wagging the dog)?
- Opportunity: Could this be a lever for improving the quality of classroom assessment and evaluation tools and processes?

# Major Decisions and Discussion

- What is our theory of action for SLOs?
  - Are SLOs a means for improving teaching and learning?
  - Are SLOs an approach of last resort for documenting student performance?
  - What are the design implications depending on which decision we make?

# Major Decisions and Discussion

- What is the role of SLOs in the overall system?
  - Will all educators be expected to participate in the SLO process?
  - Will SLOs serve as the “growth framework” for the overall evaluation or as a separate component along with practices and growth?
  - How much weight will SLOs (and/or growth) have in the overall system

# Discussion Questions

What aspects of the NH strategies deliberately work to collect actionable data for educators?

How is NH dealing with some of the difficult evaluation issues?

From your experience, what data are most important for teachers to know and understand about their practice?



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