TO: Members of the State Board of Education

FROM: Jack R. Smith, Ph.D.

DATE: May 24, 2016

SUBJECT: Teacher and Principal Evaluation: Actionable Insights

---

This informational report presents the Office of Teacher and Principal Evaluation's response to the descriptive analysis of the School Year 2014-15 evaluation ratings of teachers and principals provided by Local Education Agencies (LEAs).

BACKGROUND:

During School Year 2013-14, the 22 Race to the Top (RTTT) LEAs fully implemented approved qualifying models and reported official consequential evaluation ratings for 43,805 teachers and 1,112 principals, thereby meeting a central requirement of Maryland's RTTT grant. Continuing this work, the original RTTT LEAs provided detailed evaluation data for 43,818 teachers and 1,101 principals. Submission of these data concluded this aspect of RTTT and carried Teacher Principal Evaluation (TPE) into the subsequent period covered by the ESEA waiver.

Models
The Maryland State Model developed pursuant to RTTT Section D "Great Teachers and Leaders" continued for SY 2014-15 with the variation that the Maryland School Assessments (MSA) were no longer available for use as a model component. All former RTTT LEAs have approved locally developed models. This is also true for Principal models, although a number of LEAs use the Maryland State Principal Model exactly as developed by the State.

Teacher and Principal Models were predicated on equal value given to demonstrations of Professional Practice (50%) and evidence of Student Growth (50%).

Teacher models minimally required four Professional Practice domains (planning and preparation, instructional delivery, classroom management and environment, and professional responsibilities) and multiple measures of Student Growth, of which no single measure accounted for more than 35 percentage points of the total score. Principal models were parallel, but substituted the eight outcomes of the Maryland Instructional Leadership Framework for the Professional Practice portion: School Vision, School Culture, Curriculum, Instruction, and Assessment, Observation/Evaluation of Teachers, Integration of Appropriate Assessments, Use of Technology and Data, Professional Development, and Stakeholder Engagement. The State Principal Model also included non-instructional outcomes from the Interstate School Leaders Licensure Consortium (ISLLC) standards. LEA Principal Models had the flexibility to incorporate ISLLC elements or other measures of local interest.

MSDE previously provided a full demonstration of the evaluation models including and excluding MSA results. The "inclusive" model satisfied the United States Department of Education's (USDE) requirement that Maryland execute a complete proof-of-concept of the original "qualifying model" of which State Assessments represented 20% of the total evaluation. By contrast, the "exclusive" model represented the official consequential results that LEAs applied to their staff. MSA results were not part of the 2014-12015 evaluation.

Student Learning Objectives (SLOs) were the basic measure of student growth, adopted by all LEAs. SLOs can be predicated on mastery or growth; identify important populations of students; evidence alignment of district, school, and classroom priorities; set challenging but attainable targets; and incorporate rigorous assessments and appropriate outcome measures.

As early as fall 2013, USDE offered a waiver to allow states to remove state assessment data, such as the MSA, from the consequential evaluation. However, USDE required Maryland to demonstrate how objective measures of student performance would be maintained in concept and ultimately restored to evaluation models. The approach adopted by Maryland and approved by USDE was to require that one SLO be "informed" by Maryland's State Assessment data. Last year, the informed SLO was the first SLO reported by the LEAs.

The data presented to the Maryland State Board of Education in October 2015, was scaffolded on the prior year's presentation, excluding some analyses that did not lead to productive questions while including new areas of research, especially the analysis of teacher experience which was an express request of the State Board in October 2014. Certain analyses of overall model performance pointed the way toward the next set of inferential research questions that will drive improvements to the State Framework and to Local Evaluation Models. The Office of Teacher and Principal Evaluation provided a timeline and a means for accomplishing these improvements and the State Board asked for an update by May of 2016.

EXECUTIVE SUMMARY:

Following the plan presented to the State Board in October 2015, the Office of Teacher and Principal Evaluation executed a series of events between December 2015 and May 2016 to conduct research, engage stakeholders, and arrive at recommendations for the State Evaluation Frameworks for SY 2016-2017. Partnering with CNA, the Office of Teacher and Principal Evaluation conducted the analysis of evaluation models to reveal the performance impact of professional practice measures, student growth measures, and rating calculation methodologies within the teacher and principal State Frameworks. These findings generated recommendations in subsequent meetings with LEA Teams of teacher union leaders, district leaders, and district data experts; with Superintendents; with MSDE's Office of Teacher and Principal Evaluation Staff; and with the Nxt Gen TPE Committee. These recommendations were further vetted with Executive Officers and Principals. The collective recommendations were:

1. Deletion of any translation and attribution of test scores in evaluation
2. Replacement of the Principal Evaluation Professional Practice Standards with the new Professional Standards for Educational Leaders
3. Reduction of the over-inflation value of the Student Learning Objectives
4. Initiation of a process to determine the definition of local control under ESSA

The Office of Teacher and Principal Evaluation endorses changing the State Frameworks for SY 2016-2017 to reflect these recommendations and as supported by the Nxt Gen TPE Committee.

ACTION:

No action required.

Note: The supporting PowerPoint presentation is being enhanced to benefit the audience but follows the same content.

Attachment

JRS/dav

Findings and Recommendations
For the
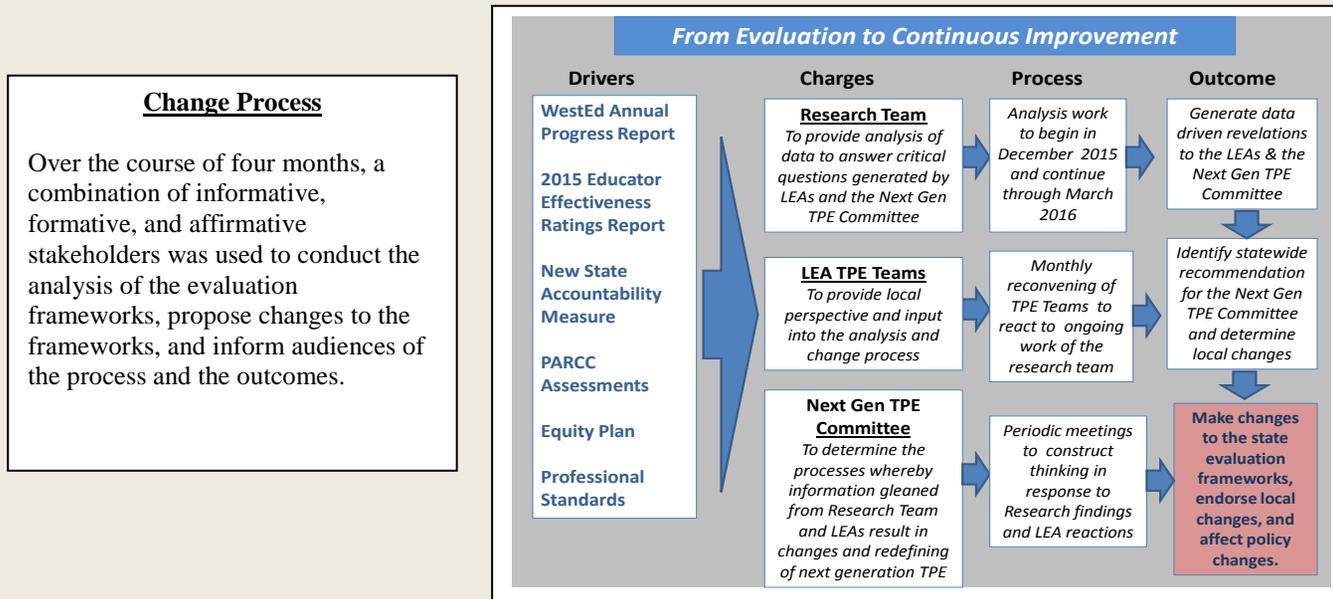# Maryland Teacher & Principal Evaluation
Frameworks

April 20, 2016

David A. Volrath

Planning and Development Officer

Office of Teacher and Principal Evaluation

Maryland State Department of Education

Charge

To develop and execute a process whereby changes may be made to the Maryland Teacher and Principal Frameworks

Background

Since June of 2013, twenty-two Maryland LEAs have been committed to state approved local evaluation models aligned to the State Teacher and Principal Frameworks. This commitment continued under a 2014 two-year USED approved Waiver that was supported by a state-wide Memorandum of Understanding and included a commitment to revisit the performance of the State Frameworks in early 2016, once two years of statewide data was available for research and analysis. Maryland reported the 2014-2015 state, district, and school Effectiveness Ratings data to the Maryland State Board of Education in October 2015. The report included the plan for conducting an analysis and a process for considering changes to the State Frameworks.

Change Process

Over the course of four months, a combination of informative, formative, and affirmative stakeholders was used to conduct the analysis of the evaluation frameworks, propose changes to the frameworks, and inform audiences of the process and the outcomes.

From Evaluation to Continuous Improvement

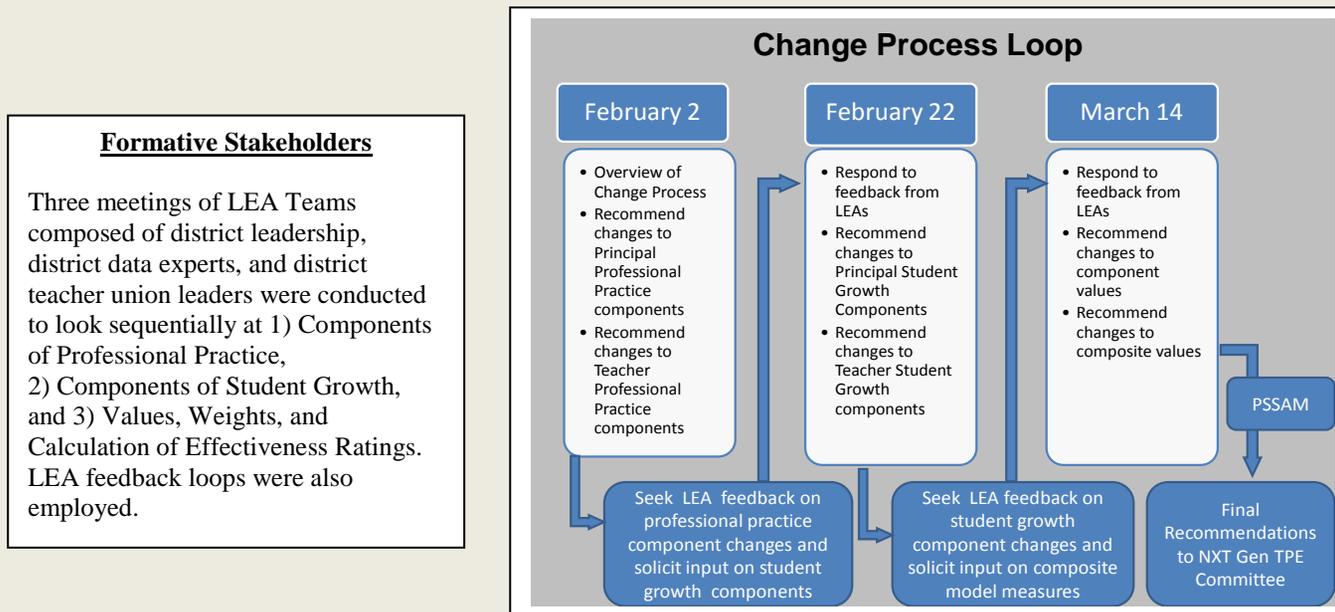| Drivers	Charges	Process	Outcome
WestEd Annual Progress Report	**Research Team** To provide analysis of data to answer critical questions generated by LEAs and the Next Gen TPE Committee	Analysis work to begin in December 2015 and continue through March 2016	Generate data driven revelations to the LEAs & the Next Gen TPE Committee
2015 Educator Effectiveness Ratings Report			
New State Accountability Measure	**LEA TPE Teams** To provide local perspective and input into the analysis and change process	Monthly reconvening of TPE Teams to react to ongoing work of the research team	Identify statewide recommendation for the Next Gen TPE Committee and determine local changes
PARCC Assessments			
Equity Plan	**Next Gen TPE Committee** To determine the processes whereby information gleaned from Research Team and LEAs result in changes and redefining of next generation TPE	Periodic meetings to construct thinking in response to Research findings and LEA reactions	**Make changes to the state evaluation frameworks, endorse local changes, and affect policy changes.**
Professional Standards			

While the passage of the Every Student Succeeds Act (ESSA, Nov.2015)) subsequently negated the Waiver and created an undefined operational expectation until August 2017, MSDE elected to proceed with the analysis and change process described above.

Process

From December 2015-March 2016, the Office of Teacher and Principals Evaluation, in partnership with SREB (Southern Regional Education Board) and research institute CNA, has explored data related to the component measures and their contributions to the overall effectiveness ratings in the state and local evaluation models. This data was used to both draw conclusions and inform discussions. Comparative data was provided for state and local models, when available, to anchor their understanding of local impacts.

Over the course of two months, three meetings were conducted with teams from LEAs comprised of LEA leadership, LEA data experts, and LEA teacher union representatives. (See attached exhibits 1, 2, & 3) The composition and charge for these teams was identical to those given to determining the original frameworks in spring 2013.   Feedback loops were provided to connect findings from each session to LEAs and teacher groups.   An additional summative loop was provided for local superintendents.

Formative Stakeholders

Three meetings of LEA Teams composed of district leadership, district data experts, and district teacher union leaders were conducted to look sequentially at 1) Components of Professional Practice, 2) Components of Student Growth, and 3) Values, Weights, and Calculation of Effectiveness Ratings. LEA feedback loops were also employed.

Change Process Loop

The Teams agreed to operational terms and accepted the State's plan to sequentially address Components of Professional Practice; Components of Student Growth; and Values, Weights, and Calculation of Effectiveness Ratings.   It was agreed that unless consensus was reached to recommend a particular change, the current model element would remain in effect. It should be noted that all LEAs employed an approved local model for Teacher Evaluation. Eight LEAs used the state framework to evaluate their principals.   For this reason, data specific to state framework performance can be extracted for the study of principal evaluation. With the benefit of research and evaluation personnel, the state has offered perspectives and examples of how the frameworks might be altered to increase fidelity, reduce work, and lead to individualized professional development that elevates the instructional craft of teachers and the leadership skills of principals.

Findings

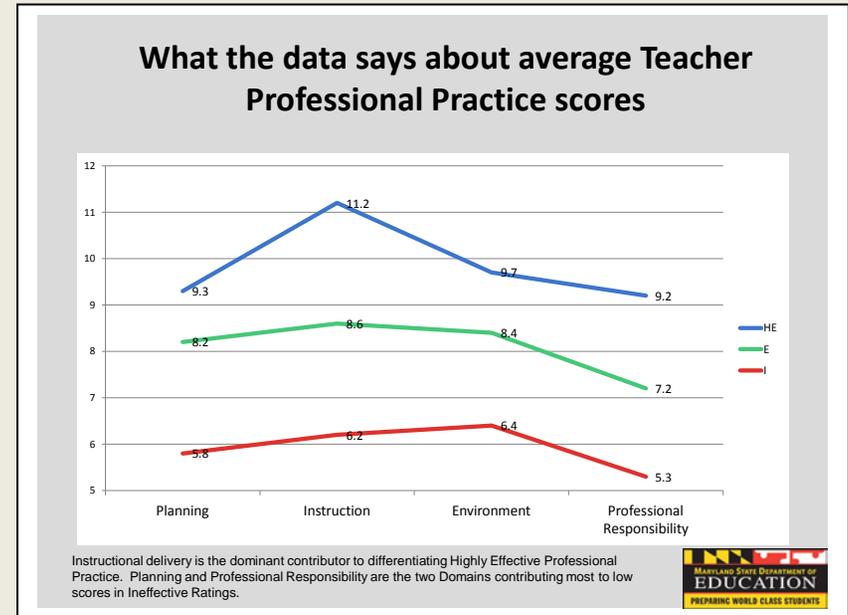## Teacher Professional Practice Components

Figure 1 demonstrates the contribution and the differentiation of the four teacher professional practice domain scores at the statewide level. There was clear differentiation of average scores between comparisons of Highly Effective, Effective, and Ineffective Teachers. Additionally, the contribution levels are clearly articulated across the range rather than close together. Instruction and Professional Responsibility define Highly Effective teachers while Planning and Professional Responsibility contribute to teacher ineffectiveness. **It was the consensus of the LEA Teams that these elements were performing well and that no changes should be recommended for the Professional Practice Components of the State Teacher Framework**

Fig. 1

Principal Professional Practice Components

Figure 2 demonstrates the contribution and the differentiation of the twelve principal professional practice domain scores in the State Principal Framework. Similar patterns were observed in the local and statewide collective data. Contribution levels vary with differentiation less apparent in four of the elements. This could reflect fewer principals, more elements, or the personalized scale allowances in the State Principal Framework. Adding to the discussion was the sun-setting of the ISLLC Standards, the aging of the Maryland Instructional Leadership Framework Standards, and the availability of the ten new Professional Standards for Education Leaders. **It was the consensus of the Teams that the evaluation process in the State Principal Framework was performing successfully and that consideration should be given to replacing the 12 Principal Professional Practice domains with the 10 Professional Standards for Educational Leaders.**
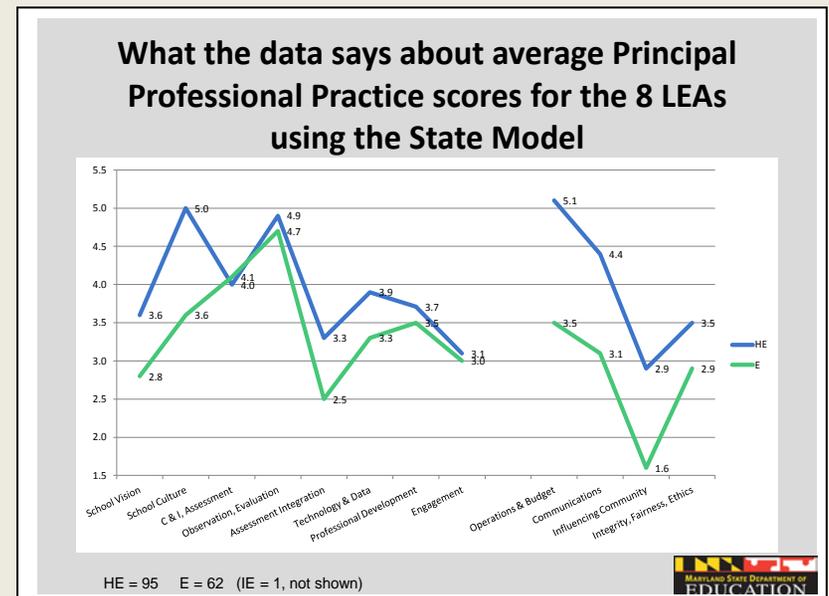

Fig. 2

Teacher and Principal Student Growth Components

With the ESEA Waiver no longer in play, the State Teacher and Principal Frameworks revert to their original design which includes a direct translation of test scores attributed to specific teachers and principals (see Figures 3 & 4). The current unknowns surrounding assessment and school accountability, combined with a continuing lack of confidence in fairness and equity, discouraged consideration of reintroducing these elements into evaluation at this time. **The consensus of the group was to remove the direct translation of student test score measure from both the Teacher and Principal State Frameworks.**

Current State Teacher Model
Student Growth Components

Component 1 State Assessment Growth Measure	Component 2 District or School Growth Measure	Component 3 Classroom Growth Measure
Translation of State Assessment Or HSA Based SLO Or SPI Based SLO (Accountability Measure)	Annual Determined District or School Level SLO	Annual Determined Classroom Level SLO

Fig. 3

Current State Principal Model
Student Growth Components

Component 1 State Assessment Growth Measure	Component 2 School Growth Measure	Component 3 District Growth Measure	Component 4 School Growth Measure
Translation of State Assessment in ES/MS Or HSA, AP, SPI, or Similar School Measures In HS and Other Schools	Translation of SPI (School Accountability Measure)	Annual Determined District Level SLO	Annual Determined School Level SLO

Fig. 4

Figures 5 & 6 illustrate the contribution and differentiation of scores for the teacher and principal Student Growth Measures. Both data indicate strong levels of contribution and differentiation for SLO#1 (Assessment Informed) and SLO#2. The data further shows decreased levels of contribution and differentiation when more than two SLOs are used in evaluation. The data suggested mixed levels of contribution and differentiation when local measures are introduced into evaluation. Data activity was particularly observed where local interest was occurring around data associated with locally identified whole-school measures; however the limits of the data do not identify the nature of those whole school measures. In terms of process, it appears that two SLOs offer the maximum contribution to capturing Student Growth. Concurrently, it appears that an assessment informed criterion and a school informed criterion offer a precise definition for the content behind the Student Growth measures. **Based on this evidence, the case can be made for further simplifying and aligning the evaluation Frameworks.**
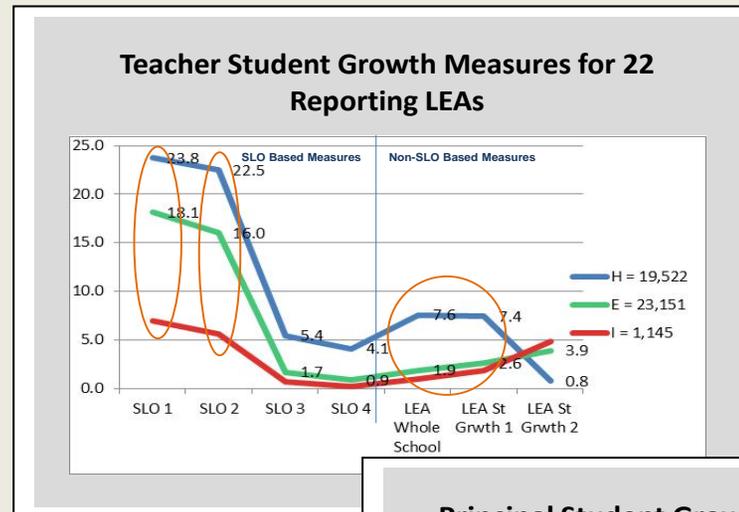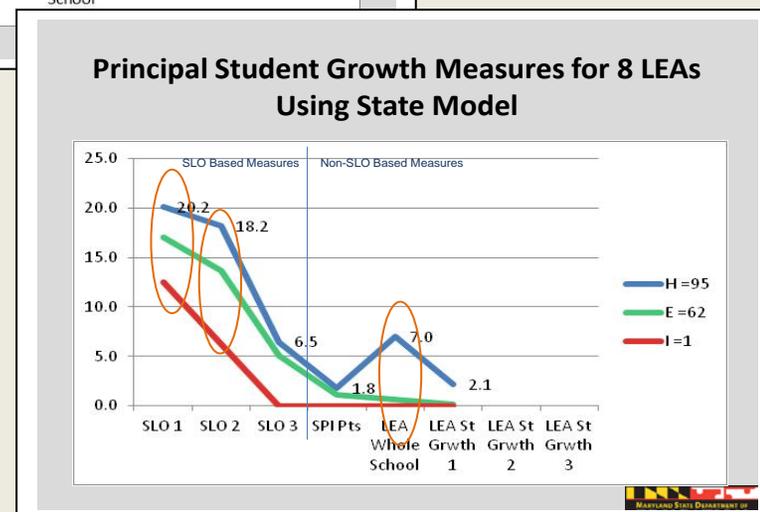
Fig. 5

Teacher Student Growth Measures for 22 Reporting LEAs

Fig. 6

Principal Student Growth Measures for 8 LEAs Using State Model

Value, Weights, and Calculating Effectiveness Ratings

Preceding discussion, the State provided data from the current State Frameworks which demonstrated the performance of the collective and component measures within the 50% Student Growth and 50% Professional Practice structure (fig.7). With consideration of the recommended changes being made to the Student Growth Components and disproportions in the contribution of component measures, the State engaged in simulations. Recalling its priority commitment to evaluation that elevates the instructional craft of teachers, the State increased those values to bring greater balance to the contribution of component measures. Based on current LEA input, data simulations demonstrated that a Framework comprised of 50% Instructional Components, 30% Student Growth Components, and a 20% Professional Responsibility and Development Component evidenced balance across component measure contribution while elevating the priorities of instruction and continuous professional development (fig.8). Beyond the data analysis and simulations, the State further believed that such a design would:

- ✓ Increase Framework simplicity
- ✓ Elevate the premier importance of teaching
- ✓ Reduce evaluator and system workload
- ✓ Eliminate issues of fairness associated with test scores and teacher attribution
- ✓ Increase teacher confidence by removing the application of lag data
- ✓ Value resultant professional development as a means to improved teaching and leadership
- ✓ Increase the degree to which the teacher or principal can impact their evaluation process and outcome
- ✓ Increase local autonomy, allow for flexibility, and promote promising innovation
- ✓ Be accomplished within the existing data collection structure.

Some LEA data experts and leaders expressed comfort with current weights and calculation methodologies, while others, particularly teacher representatives, preferred no guidance or reference to the need for weights, percentages, or formulaic calculation. **While the State supports continuing such conversations, in the absence of a collaboratively developed and vetted alternative, the State was hesitant to abandon the few existing commonalities and assurances in the Frameworks.**
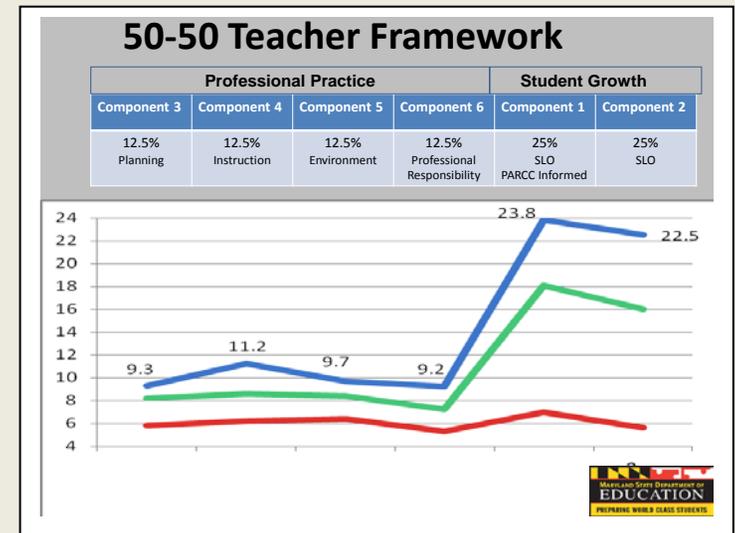

50-50 Teacher Framework

Professional Practice				Student Growth	
Component 3	Component 4	Component 5	Component 6	Component 1	Component 2
12.5% Planning	12.5% Instruction	12.5% Environment	12.5% Professional Responsibility	25% SLO PARCC Informed	25% SLO

Fig. 7

50-30-20 Teacher Framework

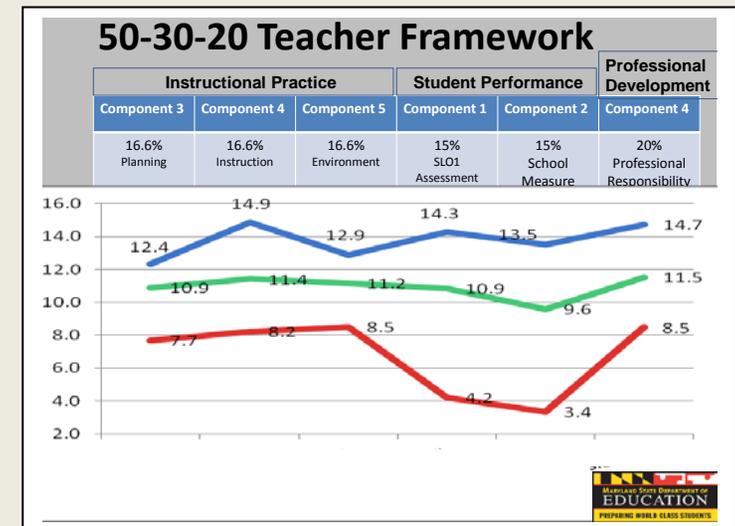| Instructional Practice			Student Performance		Professional Development
Component 3	Component 4	Component 5	Component 1	Component 2	Component 4
16.6% Planning	16.6% Instruction	16.6% Environment	15% SLO1 Assessment	15% School Measure	20% Professional Responsibility

Fig. 8

Discussion

From the outset, there have been questions about the logic or the need to make changes to the evaluation frameworks. These questions were furthered by the unknowns associated with the transition to ESSA and a definition of what will constitute local autonomy. These uncertainties are evidenced in the comments received from four teacher union representatives (see panel at right). The State has maintained that data-informed improvements to the Frameworks during the ESSA transition interim are preferable to no changes, especially when such improvements have the potential to reduce local evaluation workloads, streamline the evaluation process, simplify data collection, and result in higher quality personalized professional development. Working within the authority afforded and the charge given, the LEA Teams were able to make recommendations for changes to the professional practice and student growth components and defaulted to existing measures whenever consensus for change could not be determined. While the State offered an alternative to the current value, weighting, and calculation of ratings in the State Frameworks, extensive conversation gravitated towards the merit rather than the precision of such items. As there was considerable advocacy for employing "local autonomy," many participants demonstrated neither the interest nor the will to engage in a determination of what percentages, proportions, or summative methodologies might improve the State Frameworks. There was outspoken opposition, by many, to the Frameworks having any quantifiable measures. As such, the 50% Professional Practice and 50% Student Growth proportions remain in effect along with the equal weighting of the remaining components in the State Frameworks. Of great significance to the conversation was the conviction of the LEAs to continue this work and to partner with the State in determining what local autonomy in teacher and principal evaluation could look like under ESSA. The opinion of the group was that the State should facilitate this exploration sooner rather than later. Beyond the immediate recommendations for changes to the State Frameworks, the Office of Teacher and Principal Evaluation is ready to conduct this investigation. The recommendations and the nature of these discussions will be shared with Superintendents on April 1, 2016. Suggestions and/or affirmations from Superintendents will be forwarded along with these recommendations to the Nxt Gen TPE Committee.

...local models should not need to conform to the state frameworks - Union leader 1

...remove the percentages from the Teacher Evaluation Framework chart because we didn't agree on them – Union leader 4

...allow locals to make their own determination and for the state framework to not infringe upon local autonomy- Union leader 1

I do not believe there was consensus reached "to require two Student Growth Measures in the State Teacher and Principal Frameworks" or to establish the make-up of the two growth measures. – Union leader 1

...it was discussed, at length, that teachers and LEAs should have control of what they measure. - Union leader 3

...how will we know that a true representation of the discussion will be heard? ...what message will move forward? - Union Leader 3

...as long as we aren't forced to use that part of the model...it seemed an awful lot in that room were not pleased with the model... -Union leaders 2

...participants were adamant about stating that if these percentages continued to exist in the state framework, they would not be binding on LEAs in any way." – Union Leader 3

Recommendations from TPE Teams

The following recommendations should be considered by the NxtGen TPE Committee for changes to the State Frameworks.

1. Recommend changing the Professional Practice component in the Principal Framework to the new Professional Standards for Educational Leaders by August 2017
2. Recommend eliminating those Student Growth Measures which translate and attribute student tests into a direct measure of teacher or principal performance
3. Recommend beginning the discussion to explore what local control in TPE could look like under ESSA

With these recommendations the state frameworks for 2016-2017 would look like this:

Recommended State Teacher Evaluation Framework

Component 1 Assessment Informed Growth Measure	Component 2 School Growth Measure		Component 3	Component 4	Component 5	Component 6
25%	25%		12.5%	12.5%	12.5%	12.5%
SLO Informed by PARCC, HSA, AP, or assessed school measures	SLO Informed by School Measure of Principal and Teacher determination	Direct translation of LEA determined school measure into an evaluation component measure	Planning	Instruction	Environment	Professional Responsibility

(Maryland State Department of Education — Preparing World Class Students)

Recommended State Principal Evaluation Framework

Component 1 Assessment Informed Growth Measure	Component 2 School Growth Measure		Component 3-12 New Professional Standards for Educational Leaders									
25%	25%		2%-10% s To Be Developed									
SLO Informed by PARCC, HSA, AP, or assessed school measures	SLO Informed by School Measure of Principal and Principal Supervisor determination	Direct translation of LEA determined school measure into an evaluation component measure	Mission, Vision, & Goals	Ethics & Professional Norms	Equity & Cultural Responsiveness	Curriculum, Instruction, & Assessment	Community of Care & Student Support	Professional Capacity School Personnel	Professional Community Teachers/Staff	Meaningful Engagement Families/Community	Operations & Management	School Improvement

(Maryland State Department of Education — Preparing World Class Students)

Recommendations from Superintendents

The following recommendations should be considered by the NxtGen TPE Committee for changes to the State Frameworks.

1. Recommend supporting the three recommendations from the work of the TPE Teams
2. Recommend corrections to the over-inflation of SLOs

Recommendations from MSDE

The following recommendations should be considered by the Nxt Gen Committee for changes to the State Frameworks.

1. Recommend supporting the three recommendations from the work of the TPE Teams
2. Recommended reducing the value of SLO in response to over-inflation
3. Recommend changing the State Teacher Framework to a 50% Professional Practice /30% Student Growth/20% Professional Responsibility Model reflecting increased values of instruction and professional responsibility.
4. Recommend changing the State Principal Framework to a 70% Professional Practice and 30% Student Growth Model incorporating the new PSEL and paralleling the measures of student growth.

With these recommendations the state frameworks for 2016-2017 would look like this:

Recommended State Teacher Evaluation Framework

Component 1 Assessment Informed Growth Measure 15%	Component 2 School Growth Measure 15%		Component 3 16.6%	Component 4 16.6%	Component 5 16.6%	Component 6 20%
SLO Informed by PARCC, HSA, AP, or assessed school measures	SLO Informed by School Measure of Principal and Teacher determination	*or* Direct translation of LEA determined school measure into an evaluation component measure	Planning	Instruction	Environment	Professional Responsibility

Recommended State Principal Evaluation Framework

Component 1 Assessment Informed Growth Measure 15%	Component 2 School Growth Measure 15%		Component 3-12 New Professional Standards for Educational Leaders 2%-10 % each & totaling 70%								
SLO Informed by PARCC, HSA, AP, or assessed school measures	SLO Informed by School Measure of Principal and Principal Supervisor determination	*or* Direct translation of LEA determined school measure into an evaluation component measure	Mission, Vision, & Goals	Ethics & Professional Norms	Equity & Cultural Responsiveness	Curriculum, Instruction, & Assessment	Community of Care & Student Support	Professional Capacity School Personnel	Professional Community Teachers/Staff	Meaningful Engagement Families/Community	Operations & Management	School Improvement

Recommendations from NxtGen TPE Committee

The NxtGen TPE Committee will meet on May 13, 2016 to determine which changes to enact for the 2016-2017 School Year. These changes will be shared with the Maryland State Board of Education as part of a report on Teacher and Principal Evaluation on May 24, 2016. The NxtGen Committee will also be asked to recommend how the conversation around local control and evaluation should be conducted during SY 2016-2017.

Teacher and Principal Evaluation Actionable Insights

May 24, 2016

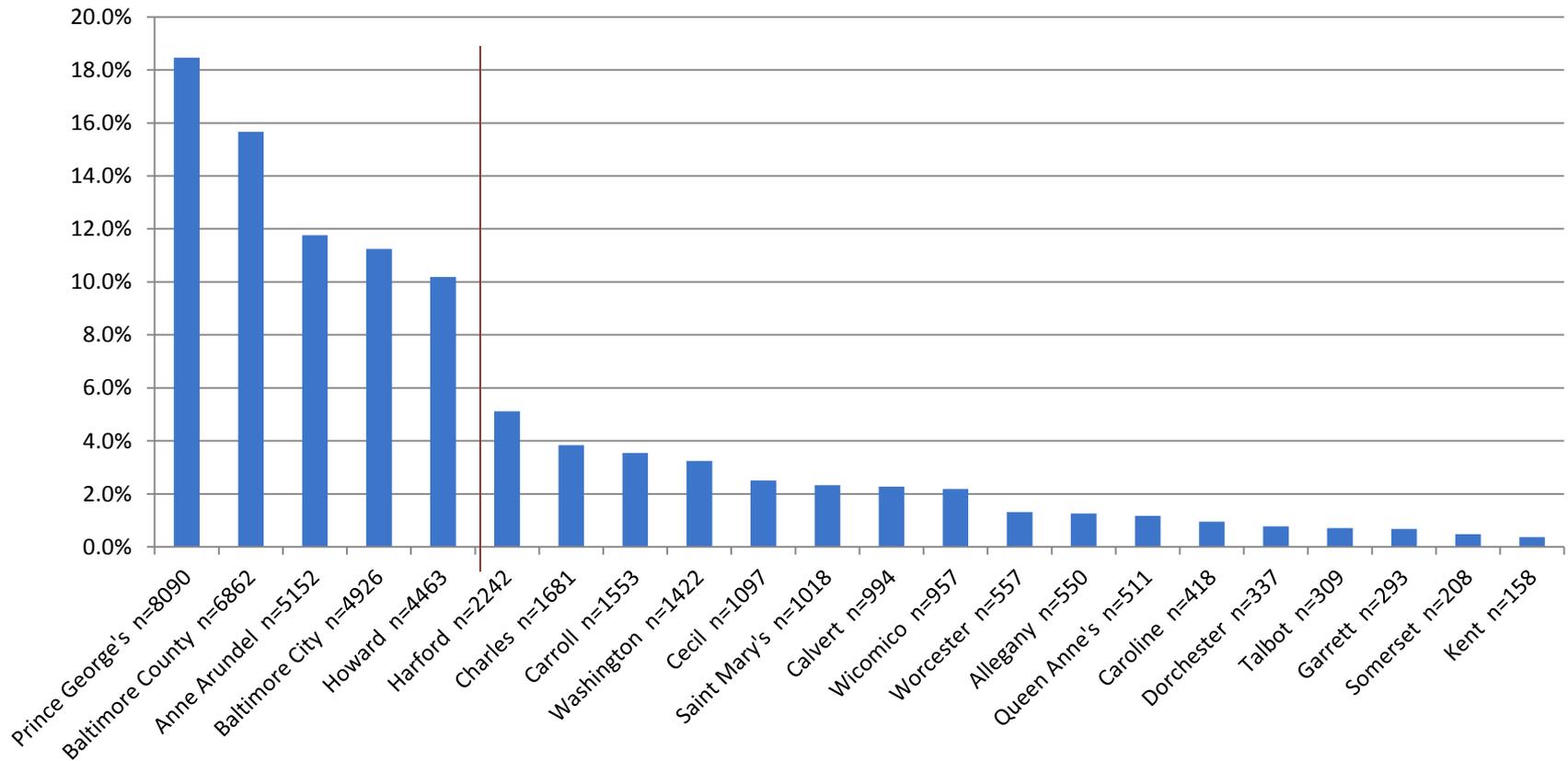## Office of Teacher and Principal Evaluation

October 27, 2015

Presentation to the Maryland State Board of Education

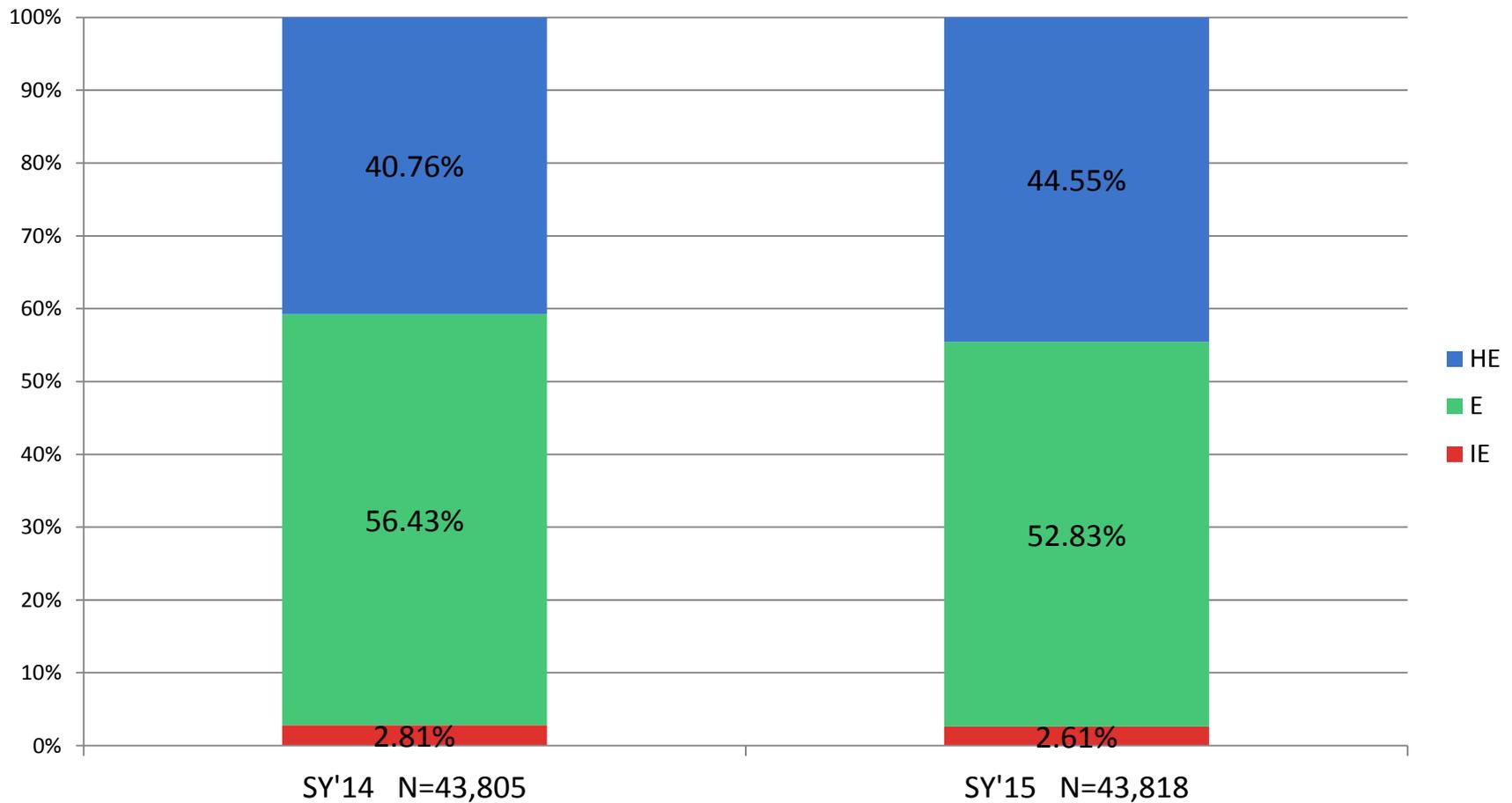**Descriptive Analysis of School Year 2014-15 Teacher and Principal Effectiveness Ratings**

Findings: Teacher Effectiveness Ratings for School Year 2014-15

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

The 5 largest School Systems represent 67.3% of the Teacher Ratings

n = 43,818

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Teacher Effectiveness Ratings Increased

Legend:
- HE (blue)
- E (green)
- IE (red)

SY'14 N=43,805
- HE: 40.76%
- E: 56.43%
- IE: 2.81%

SY'15 N=43,818
- HE: 44.55%
- E: 52.83%
- IE: 2.61%

Teacher Effectiveness Ratings vary across the 24 School Systems
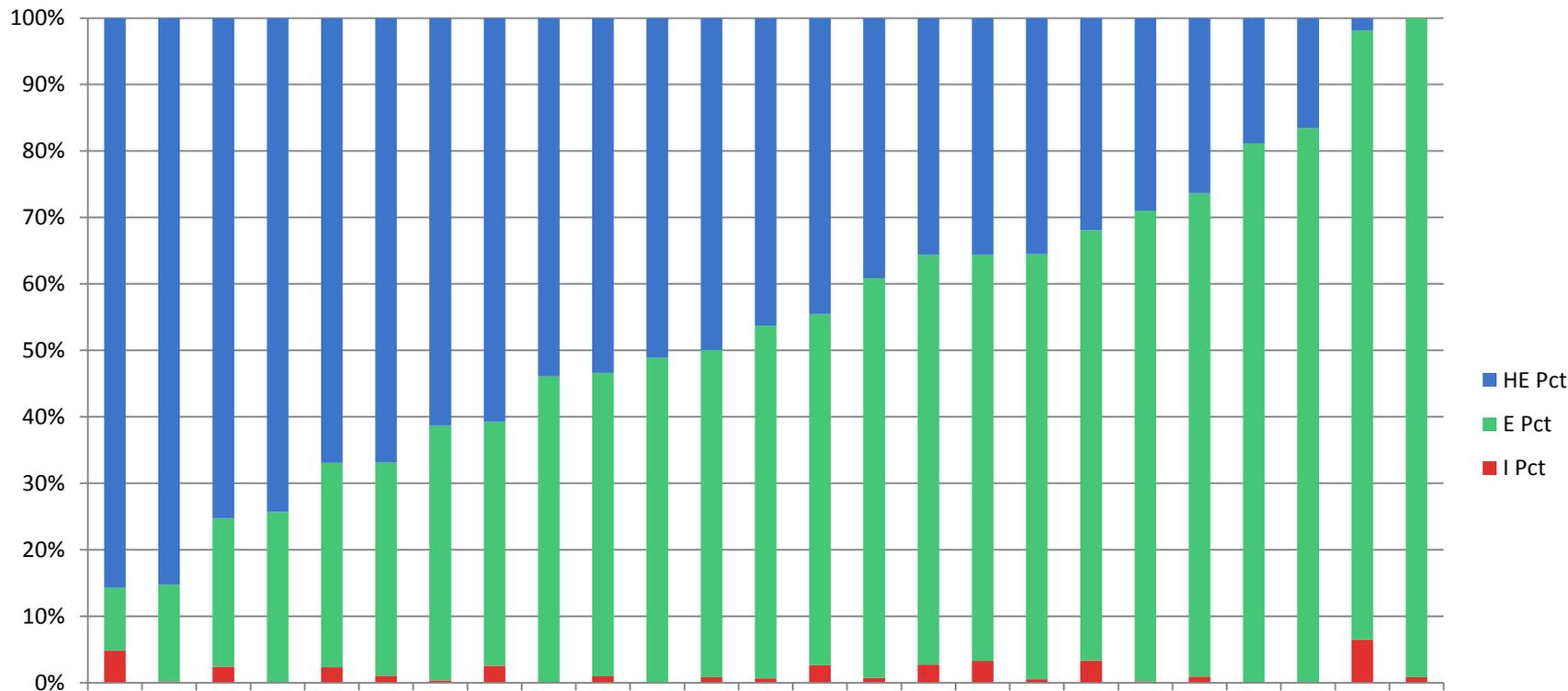
An unexpected Finding

Increasing the percentage value of Student Growth benefits Highly Effective Teachers, has negligible impact on Effective Teachers, and does not reward Ineffective Teachers.
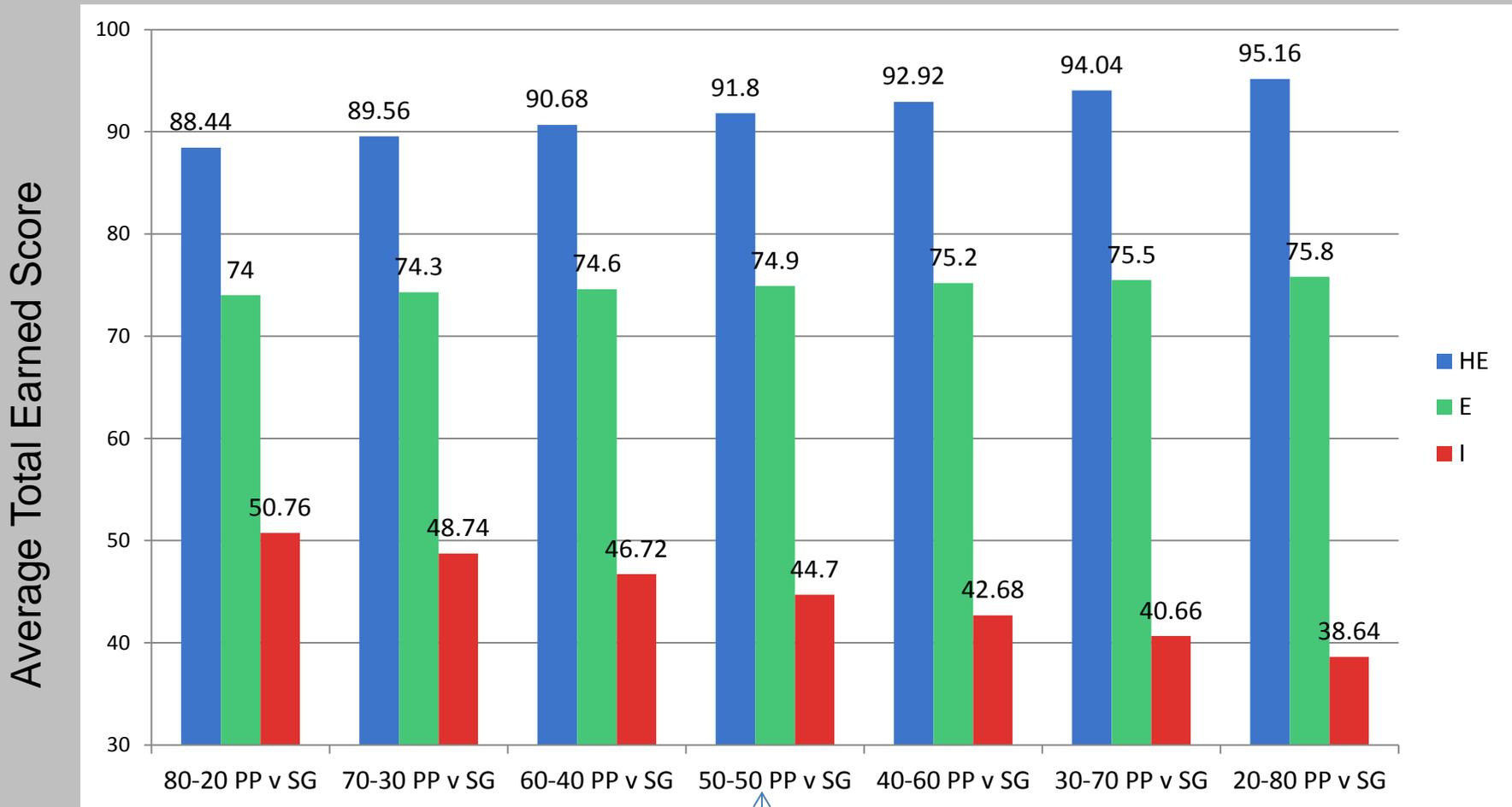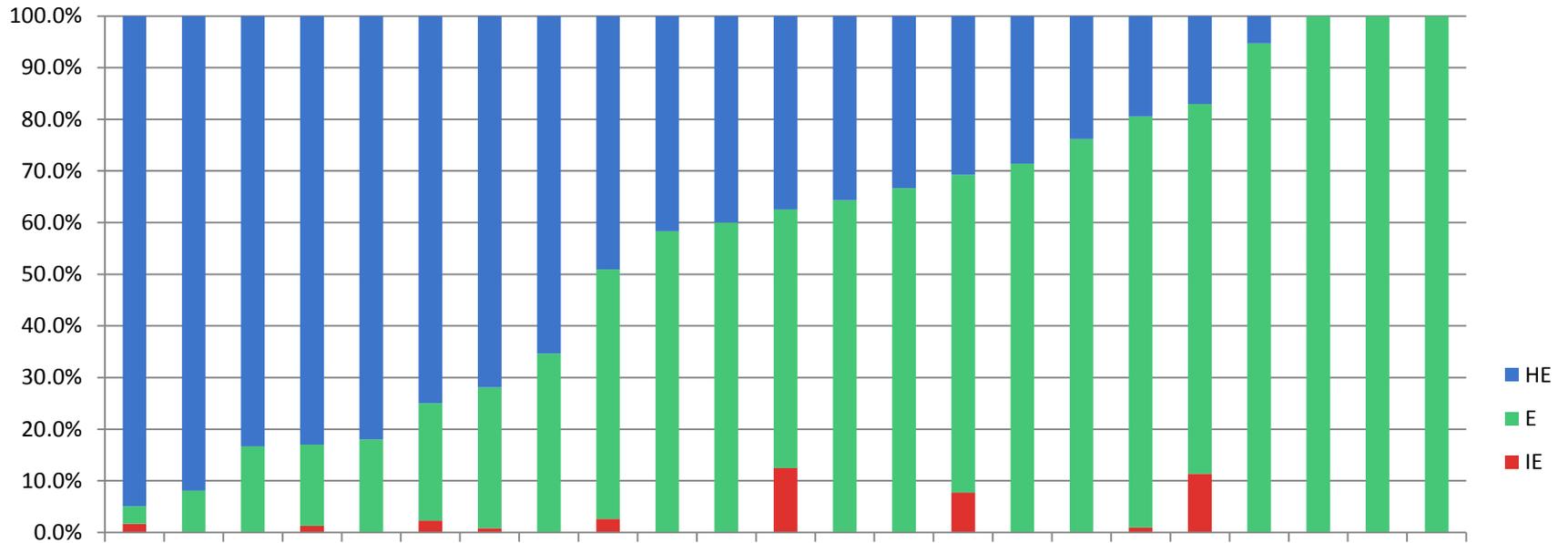
The 50-50 State Model

Findings: Principal Effectiveness Ratings for School Year 2014-15

Principal Effectiveness Ratings Varied
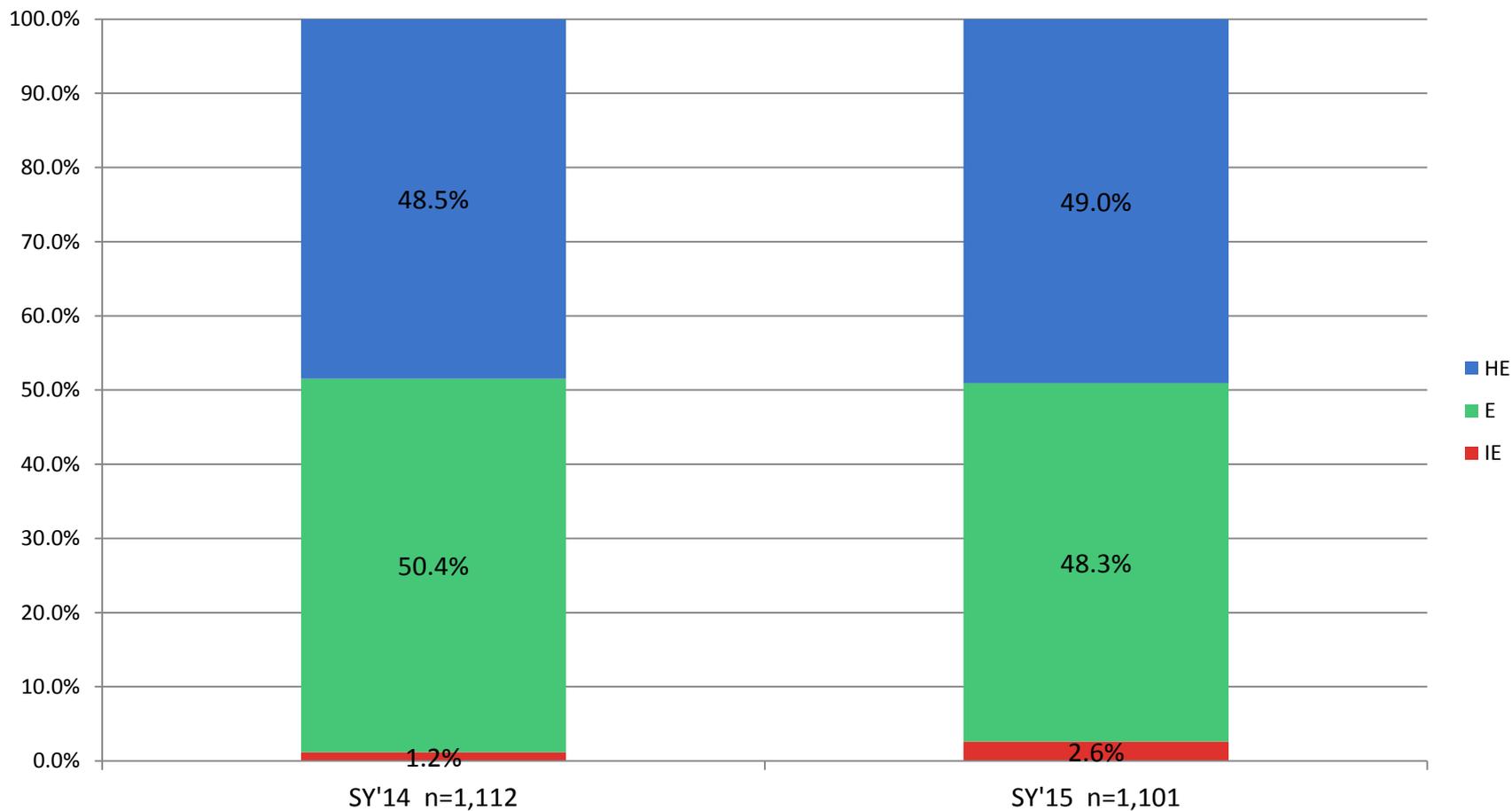
Principal Effectiveness Ratings also varied across the School Systems

Prevailing questions…

? *How will information from two years' data inform and determine changes to the State Evaluation Frameworks and local models*

? *Who will conduct the analysis of the TPE date and how will it occur*

? *What will be the change process and who will make the decisions*

? *What role will tests or school accountability measures have in evaluation*

? *How will performance deficits affect improvements in teacher and principal preparation programs and LEA professional development*

? *Can we further define a profile of highly effective and ineffective educators*

? *How might the State facilitate the alignment of professional development for teachers and principals in response to evaluation*

? *How will new nationally developed standards for Principals and Principal Supervisors be incorporated into this body of work*

? *How do we progress from processes of evaluation to systems of continuous improvement*

? *When will we know that this work has benefited students*

From Evaluation to Continuous Improvement

Drivers

WestEd Annual Progress Report

2015 Educator Effectiveness Ratings Report

New State Accountability Measure

PARCC Assessments

ESEA Waiver

Equity Plan

Professional Standards

Charges

Research Team
To provide analysis of data to answer critical questions generated by LEAs and the Visionary Committee

LEA TPE Teams
To provide local perspective and input into the analysis and change process

Nxt Gen TPE Committee
To determine the processes whereby information gleaned from Research Team and LEAs result in changes and redefining of next generation TPE

Process

Analysis work to begin in December 2015 and continue through March 2016

Monthly reconvening of TPE Teams to react to ongoing work of the research team

Periodic meetings to construct thinking in response to Research findings and LEA reactions
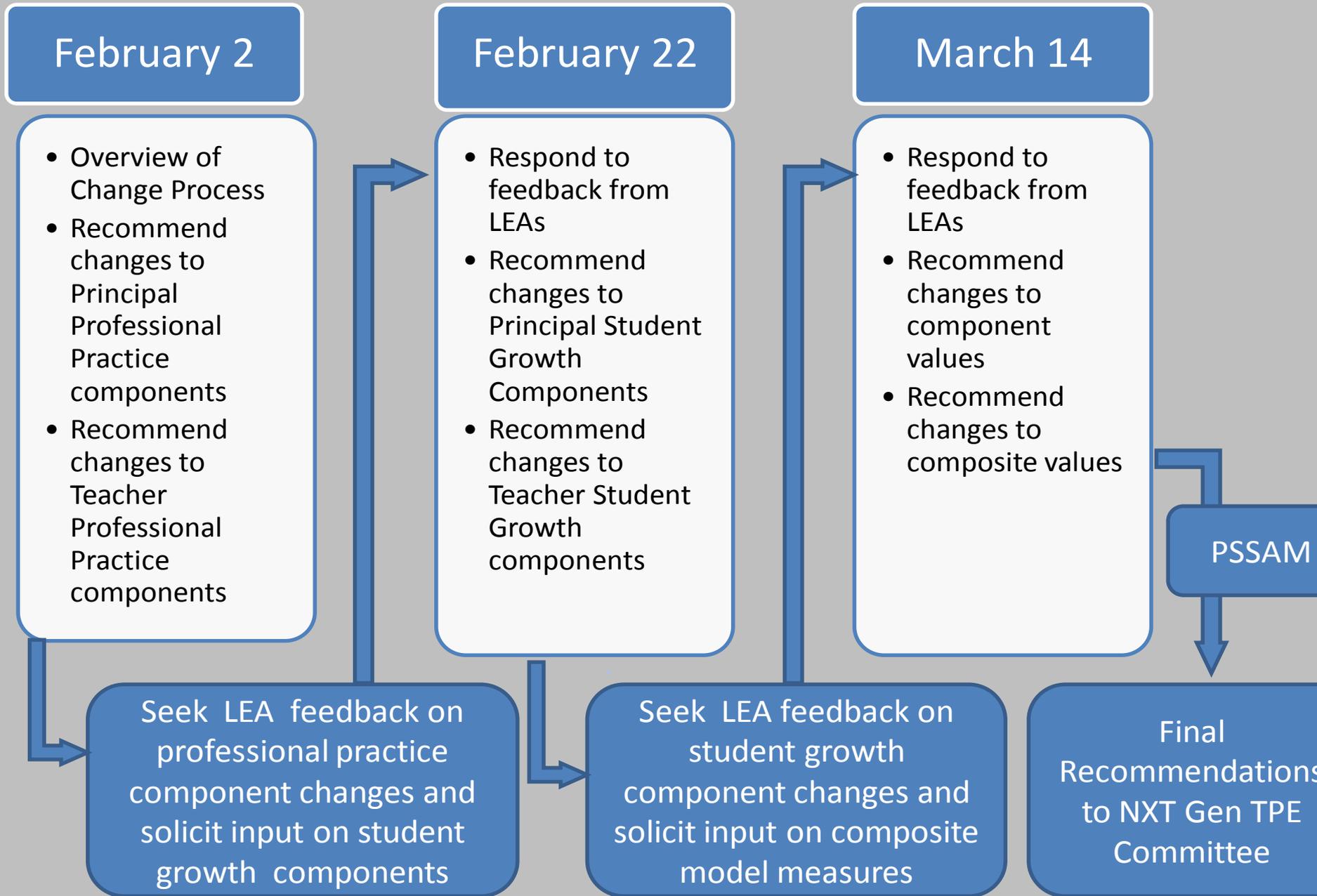
Outcome

Generate data driven revelations to the LEAs & the Visionary Committee

Identify statewide recommendation for the Visionary Committee and determine local changes
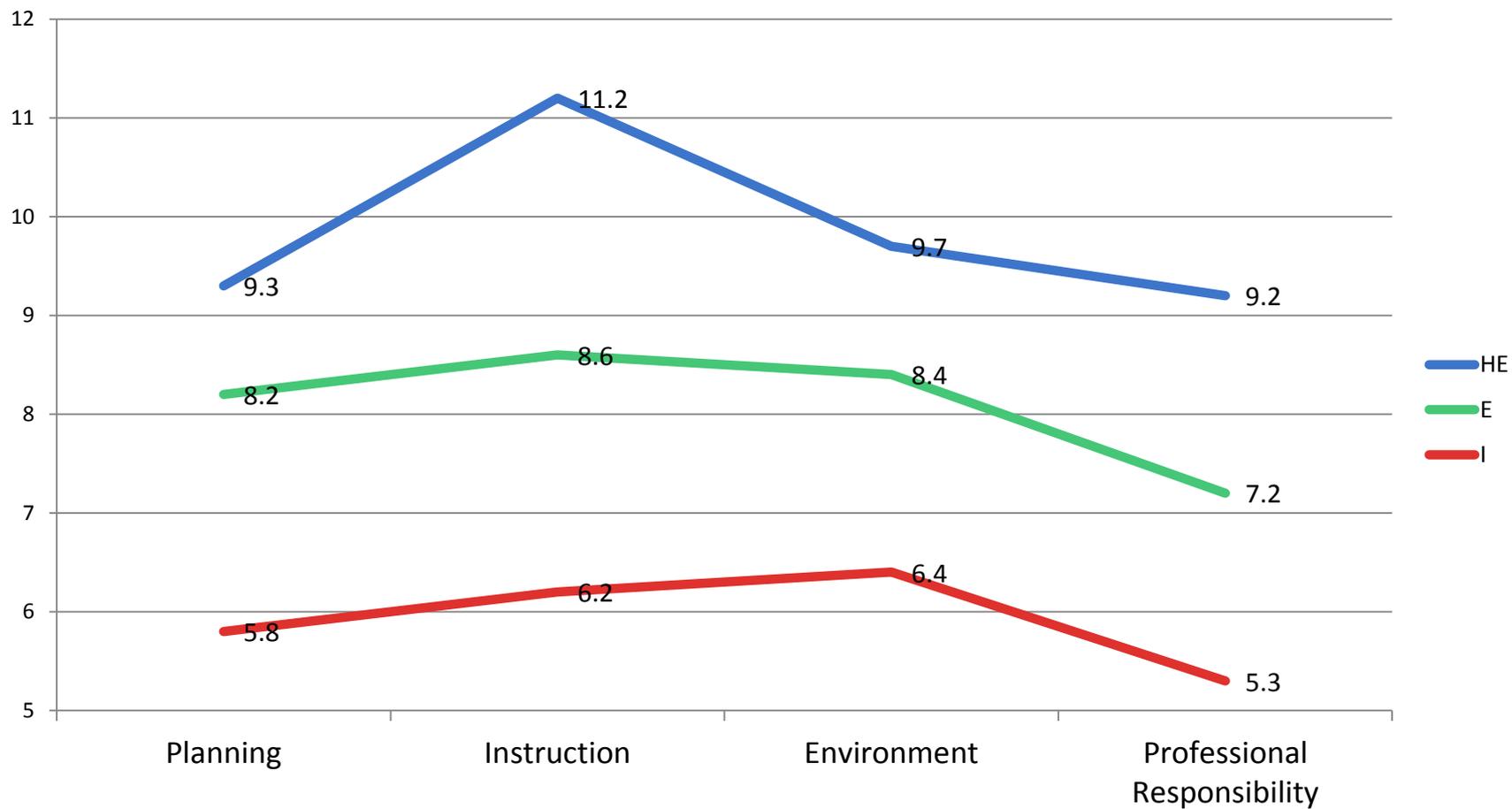
Make changes to the state evaluation frameworks, endorse local changes, and affect policy changes.
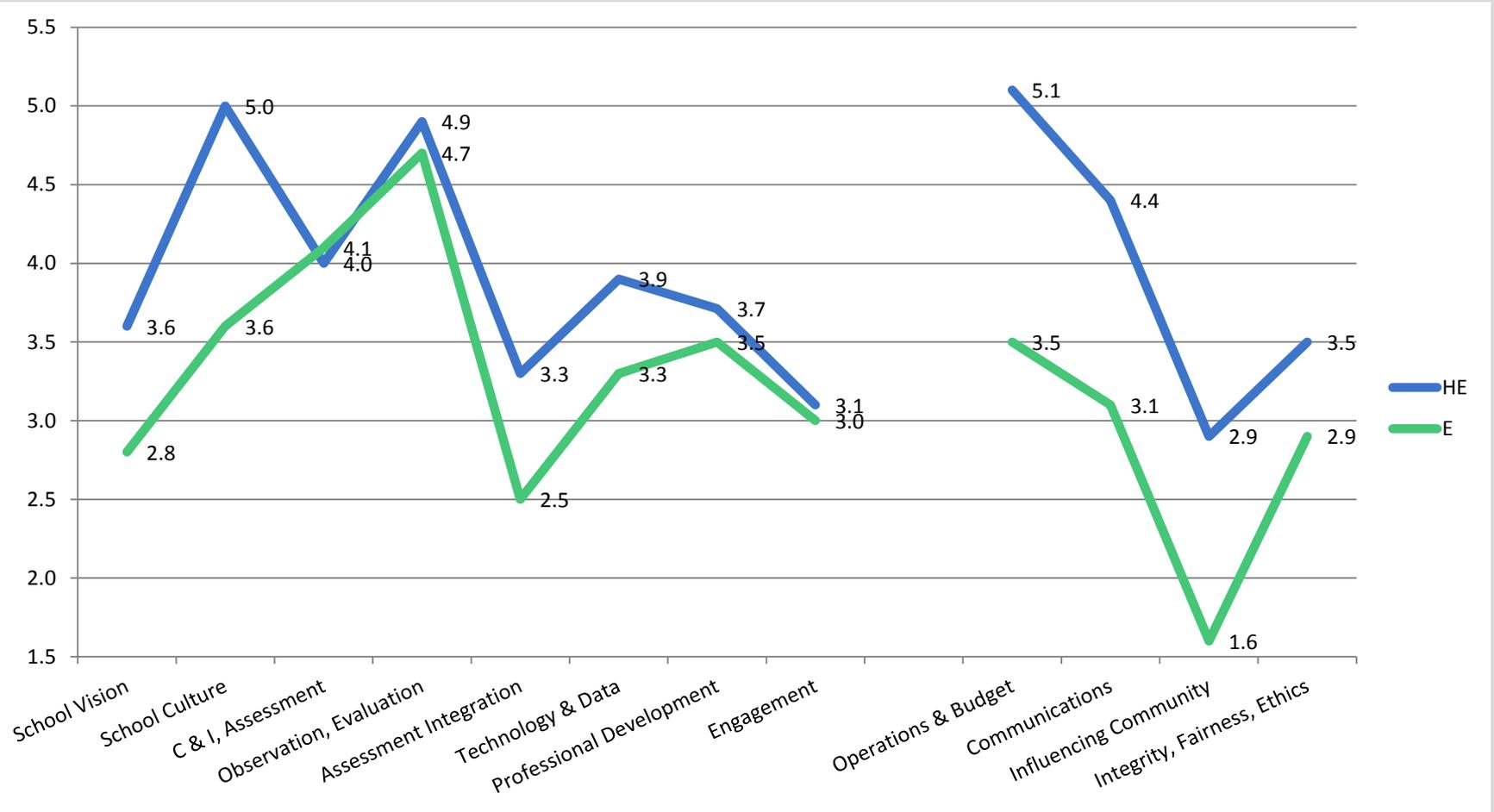
Change Process Loop

February 2

- Overview of Change Process
- Recommend changes to Principal Professional Practice components
- Recommend changes to Teacher Professional Practice components

February 22

- Respond to feedback from LEAs
- Recommend changes to Principal Student Growth Components
- Recommend changes to Teacher Student Growth components

March 14

- Respond to feedback from LEAs
- Recommend changes to component values
- Recommend changes to composite values

Seek LEA feedback on professional practice component changes and solicit input on student growth components

Seek LEA feedback on student growth component changes and solicit input on composite model measures

PSSAM

Final Recommendations to NXT Gen TPE Committee

Teachers and Professional Practice

Principals and Professional Practice

Principal Professional Practice Standards

Current Bifurcated Standards

1. School Vision
2. School Culture
3. Curriculum, Instruction and Assessment
4. Observation/Evaluation of Teachers
5. Integration of Appropriate Assessments
6. Use of Technology and Data
7. Professional Development
8. Stakeholder Engagement
9. School Operations and Budget
10. Effective Communications
11. Influencing the School Community
12. Integrity, Fairness, and Ethics

New Professional Standards For Educational Leaders

1. Mission, Vision & Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Principal Professional Practice

Why

The ten (10) new Professional Standards for Educational Leaders

Rationale

- Authority

The new standards were developed over two years and vetted by thousands of participants. They represent an improved balance of principal knowledge and practice .

- Alignment

The change will perfectly align the Maryland Framework's professional practice with the new professional Standards

Principal Professional Practice

Why

The ten (10) new Professional Standards for Educational Leaders

Rationale

- Efficiency

The new standards improve model efficiency as they reduce the number of measures for evaluators and principals

- Resources & Support

This change will align Maryland's Principal Framework with national resources and will complement the professional development platform that is in development

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

Principal Professional Practice

Why

The ten (10) new Professional Standards for Educational Leaders

Rationale

- Endorsement

  The new Professional Standards have the endorsement of NAESP/MAESP, NASSP/MASSP, ASSA, CCSSO, UCEA, and the National Policy Board for Educational Administration

- Local Model Impact

  Immediately, none; however LEAs may want to revisit local models to determine whether closer alignment to the State Principal Framework may provide greater efficiencies and increased access to resources.

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

Recommendations: Professional Practice

Teacher Framework - No change

Principal Framework – Move to the new Professional Standards for Educational Leaders

Teachers and Student Growth
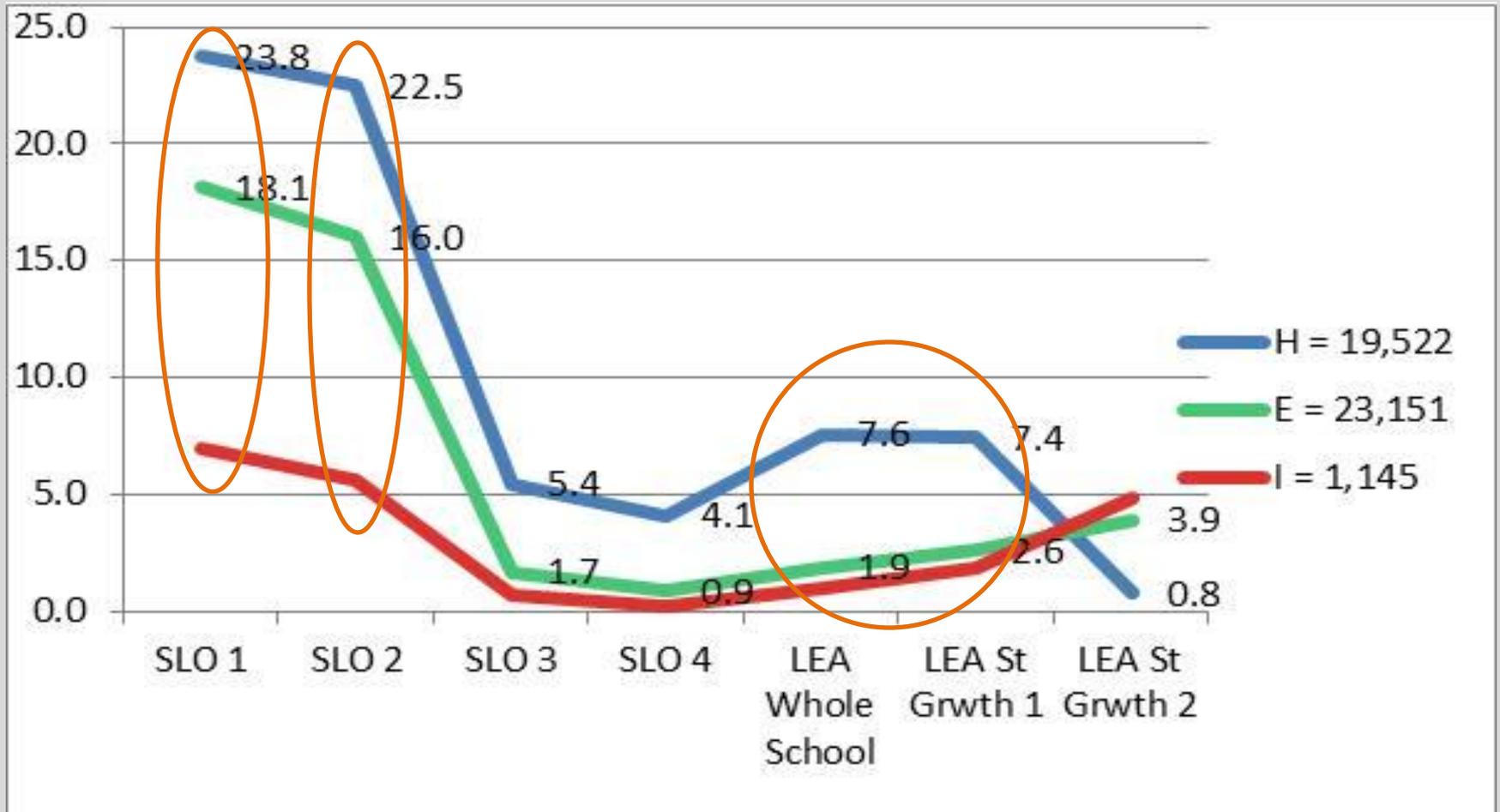
# *Principals and Student Growth*
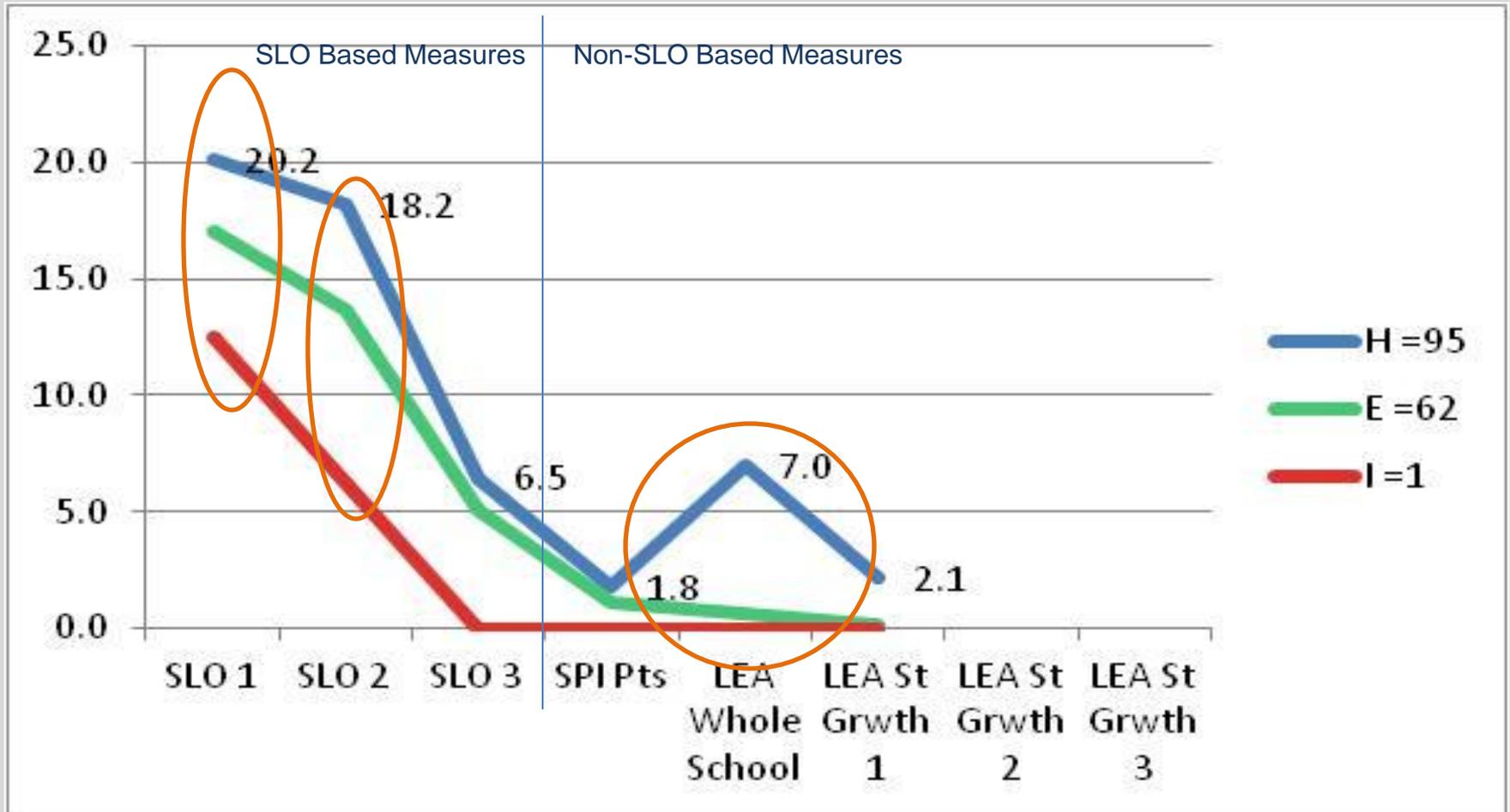
Recommendations: Student Growth

Both Frameworks - Delete any direct translation and attribution of student test scores to evaluation

Both Frameworks – One measure that is an SLO informed by assessment and a second measure that is either a school informed SLO or a direct translation of LEA determined school measures into an evaluation component measure
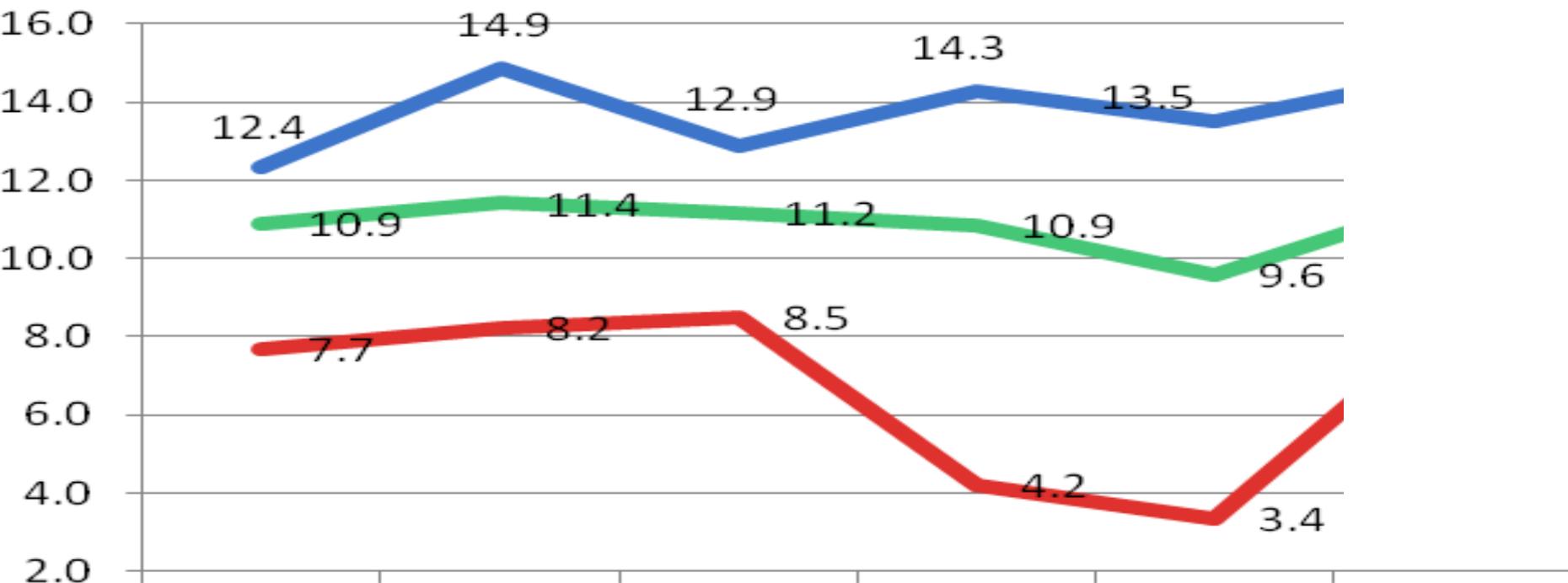
Component Contribution in The 50-50 Framework

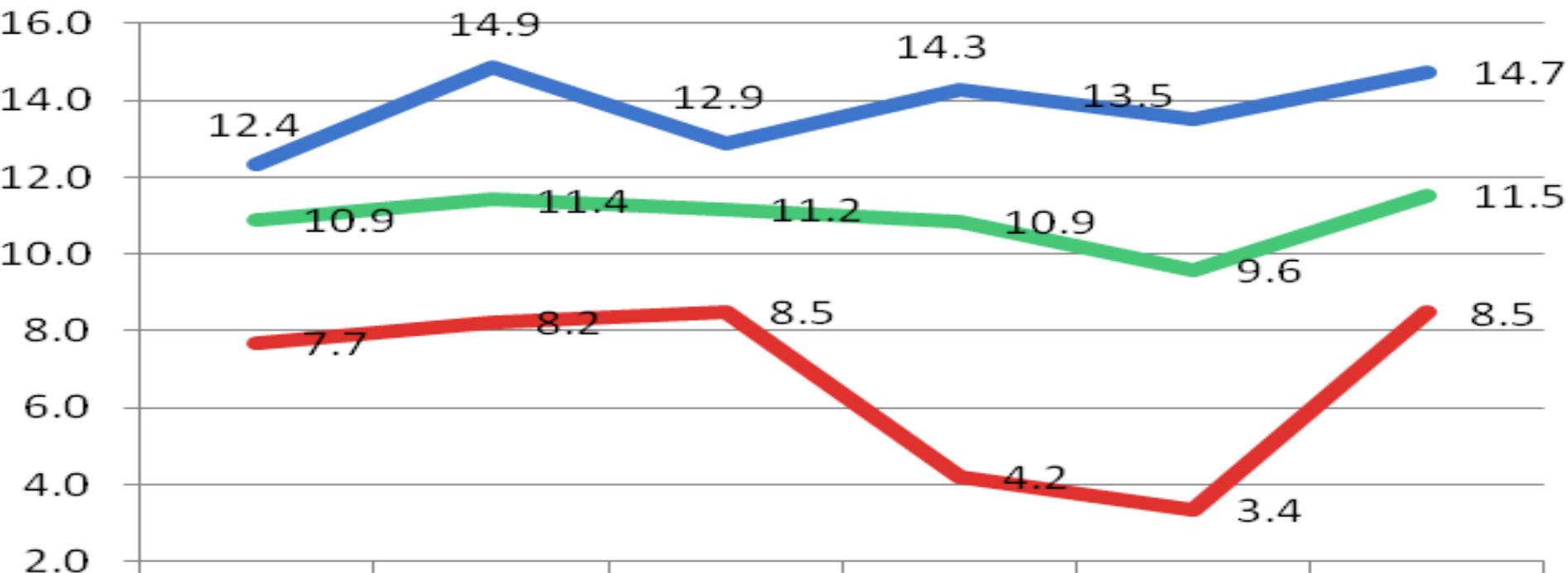|	Professional Practice			Student Growth	
Component 3 Planning	Component 4 Instruction	Component 5 Environment	Component 6 Professional Responsibility	Component 1 Assessment informed SLO	Component 2
12.5%	12.5%	12.5%	12.5%	25%	25%
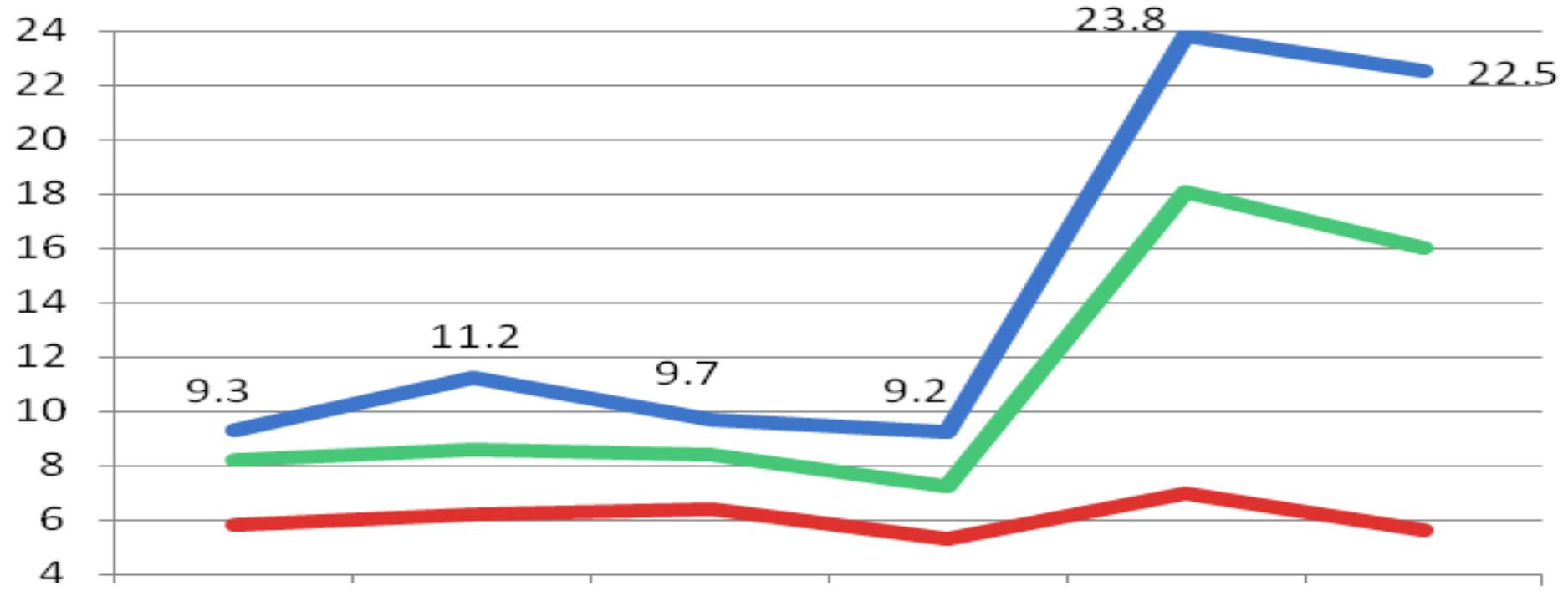
Thoughts about evaluation…

…if we are truly committed to the belief that evaluation should result in professional development that continuously improves the instructional craft of teachers and the leadership skill of principals, would it be possible to modify the frameworks to reflect the priority role of instruction, reduce the disproportionate contribution of component measures, and elevate the value of professional development?

	Instructional Practice			Continuous Improvement		Professional Practice
	Component 3 Planning	**Component 4** Instruction	**Component 5** Classroom Environment	**Component 1** Assessment Informed SLO	**Component 2** School Informed Measure	**Component 6** Professional Responsibility and Development
	16.6%	16.6%	16.6%			

Instructional Practice			Continuous Improvement		Professional Practice
Component 3 Planning	**Component 4** Instruction	**Component 5** Classroom Environment	**Component 1** Assessment Informed SLO	**Component 2** School Informed Measure	**Component 6** Professional Responsibility and Development
16.6%	16.6%	16.6%	15%	15%	20%

Blue line: 12.4, 14.9, 12.9, 14.3, 13.5, 14.7

Green line: 10.9, 11.4, 11.2, 10.9, 9.6, 11.5

Red line: 7.7, 8.2, 8.5, 4.2, 3.4, 8.5

Recommendations: Rating Calculation

Teacher Framework – Change to a 30-50-20 model to address the over-inflation of the SLOs; increase the priority role of Instruction and professional development; correct the disproportionate contribution of component measures; streamline the framework; and reduce complexity and workload

Principal Framework – Change to a 30-70 model to reflect increased value of the new Professional Standards for Educational Leaders and to parallel the teacher framework for Student Growth

\

Recommended State Teacher Evaluation Framework For SY 2016-2017

Component 1 Assessment Informed Growth Measure 15%	Component 2 Whole School Growth Measure 15%		Component 3 16.6%	Component 4 16.6%	Component 5 16.6%	Component 6 20%
SLO Informed by PARCC , HSA, AP, or similarly assessed school measures	SLO Informed by School Measure of Principal and Teacher determin-ation	Direct translation of LEA determined school measure into an evaluation component measure	Planning	Instruction	Environment	Professional Responsibility And Professional Development

or

Recommended State Principal Evaluation Framework For SY 2106-2017

| Component 1 Assessment Informed Growth Measure 15%	Component 2 Whole School Growth Measure 15%	Component 3-12 New Professional Standards for Educational Leaders
		% s To Be Developed Totaling 70%
SLO Informed by PARCC , HSA, AP, or similarly assessed school measures	SLO Informed by Whole School Measure(s) of Principal and Principal Supervisor determin-ation **or** Direct translation of LEA determined whole school measure(s) into an evaluation component measure	Mission, Vision, & Goals — Ethics & Professional Norms — Equity & Cultural Responsiveness — Curriculum, Instruction, & Assessment — Community of Care & Student Support — Professional Capacity School Personnel — Professional Community Teachers/Staff — Meaningful Engagement Families/Community — Operations & Management — School Improvement

Benefits of recommendations

- Driven by data, analysis, and simulation

- Simplicity and reduced workload

- Abandons attribution of a student test score to a teacher in evaluation

- Elevates importance of teaching

- Increases use of resultant professional development as a means to improved teaching and leadership

- With the exception of the ten Principal Standards, can be accomplished within existing data collection structure

- Increases control of the outcome by the evaluee

- Allows for greater local autonomy, flexibility, & innovation

Next steps

- Commit to the changes for SY2016-2017

- Complete the codification of the PSEL

- Develop the plan for statewide professional development around the new PSEL

Delivery of Professional Development Through Maryland's Principal Pipeline SY 2016-2017
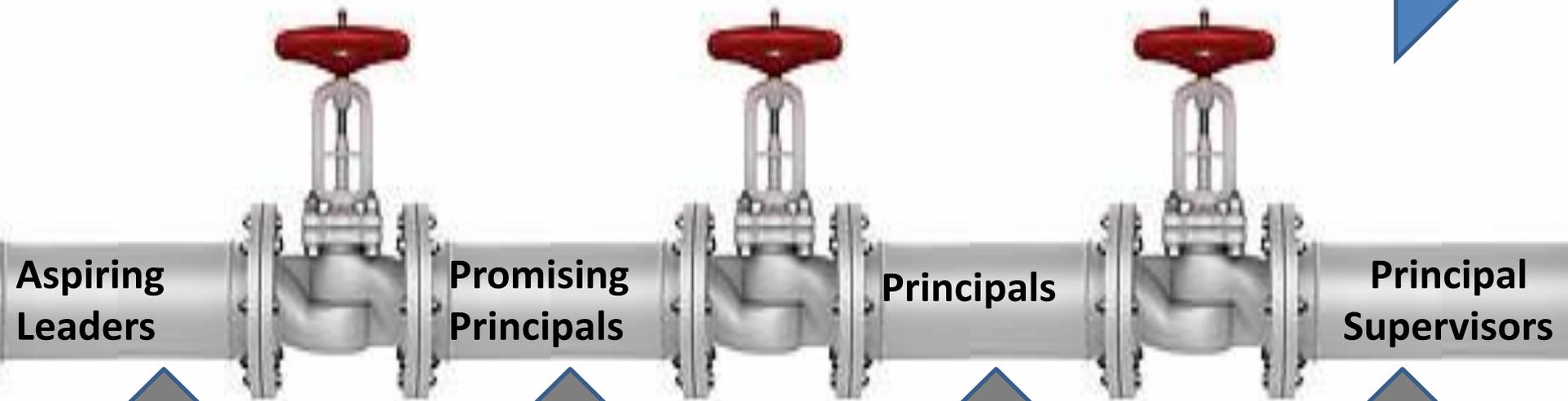
Aspiring Leaders

Promising Principals

Principals

Principal Supervisors

1-2 Regional Topical Meetings focused on the 4 PSEL Core Cluster Standards for LEA Teams of Teacher Leaders

Incorporation of the PSEL Standards Content into the Year long Promising Principals Academy program with focus on putting the Standards into practice

Nine Regional LEA meetings for Principals focused on using the PSEL Standards in their work and personal development as the school leader. (IHEs included)

Two Statewide Convenings for Executive Officers focused on using the PSEL Standards to improve Principal Effectiveness

Next steps

- Commit to the changes for SY2016-2017

- Complete the codification of the PSEL

- Develop plan for statewide professional development around the new PSEL

- Renew the Memorandum of Understanding

- Begin the conversation about TPE and ESSA

EVALUATION WITHIN THE CONTEXT OF ESSA

How do you define local autonomy?

What would you see as the State's role with evaluation in a culture of increased local autonomy ?

How might we balance the interests of the State with the interests of the LEA ?