

Measures of Teachers' Contributions to Student Learning Growth

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August 4, 2014 ♦ Burlington, Vermont

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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

GTL Center Goals

- **Goal 1:** Identify the most pressing state and district needs for teacher and leader systems of support.
- **Goal 2:** Provide high-quality technical assistance to regional centers and state education agencies (SEAs) to build SEA capacity.

GTL Center Goals

- **Goal 3:** Facilitate collaboration and coordination of efforts among regional centers, SEAs, experts, national organizations, preservice and inservice education providers, and other relevant stakeholders.
- **Goal 4:** Raise public and policymaker attention and encourage support for state-led initiatives to build seamless systems of support for teachers and leaders.

*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

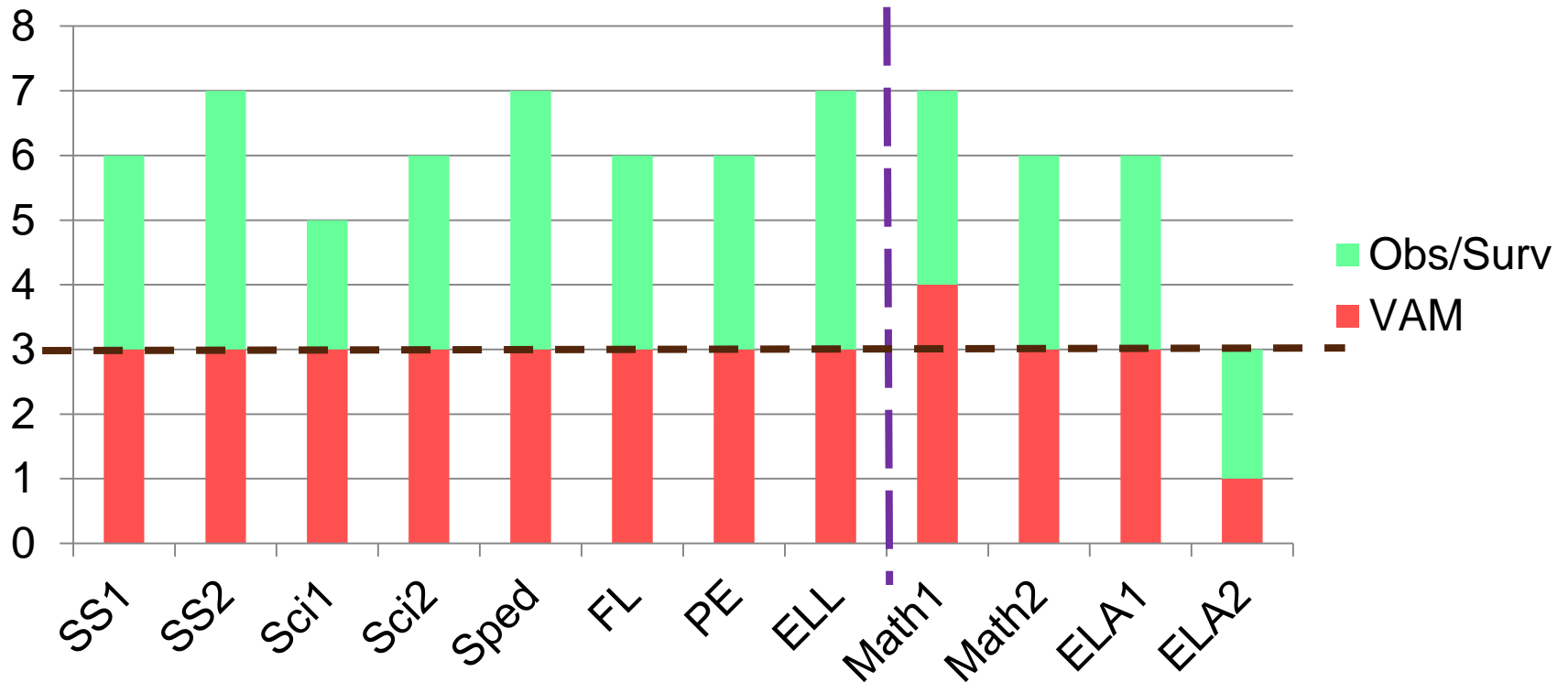
Goals for Evaluation Focused on Contributions to Student Learning

- Accountability: We are interested in ensuring that measures are comparable, rigorous, and correctly identify students' learning growth compared to other students in same grade/subject.
- Instructional improvement: We are interested in ensuring that teachers actively and regularly collect data on students' performance toward standards and adjust and differentiate instruction accordingly.

Measuring Teachers' Contributions to Student Learning Growth

Model	Description
Student learning objectives	Teachers assess students at beginning of year and set objectives; assess again at end of year; principal or designee works with teacher, determines success.
Subject and grade alike team models ("Ask a Teacher")	Teachers meet in grade-specific or subject-specific teams to consider and agree on appropriate measures that they will all use to determine their individual contributions to student learning growth.
Colorado Content Collaboratives	Content experts (external) identify measures and groups of content teachers consider the measures from the perspective of classroom use; may not include premeasures and postmeasures.
Pretests and posttests model	Identify or create pretests and posttests for every grade and subject.
Schoolwide value-added	Used in TAP model; teachers in tested subjects and grades receive their own value-added score; all other teachers get the schoolwide average.

Schoolwide Average Growth Used for Nontested Subjects/Grades



Standardized Tests Are Limited

- Using only standardized test results to reflect teachers' contributions to student learning growth may capture just part of what we care about.
 - Standardized tests cannot cover all standards in a content area.
- Good teachers also work to ensure that students can apply their knowledge.
 - Applied knowledge may be more accurately measured with the 4 Ps (projects, portfolios, performances, and products).

To Measure Growth, You Need Baseline Data

- Baseline data can be historic (found) or current (collected).
 - Historic (found) data include all prior history on students' proficiency on specific standards.
 - Assessments or portfolios of work from previous years
 - Current (collected) data include all efforts made by the state, district, school, or teacher to establish students' current levels of proficiency on specific standards.
 - Assessments of current knowledge, classwork, and homework from first few weeks of school

SLOs: Evidence of Mastery

- Decide on the key standards you want your students to show proficiency in by the end of the course (semester/year).
- With colleagues in same subject/grade, ask yourselves the question: *How will we know that the students have mastered these standards?*
 - What is the evidence of mastery that you will be looking for?
 - How will you collect that evidence?
 - All types of assessments or 4 Ps (projects, performances, products, portfolios)

The 4 Ps (Projects, Performances, Products, and Portfolios)

- Almost any measure, including student portfolios, projects, performances, and products (the 4 Ps), can be used to demonstrate teachers' contributions to student learning growth.
 - Use a high-quality rubric to judge initial knowledge and skills required for mastery of the content standard(s), then use the same rubric to judge knowledge and skills at the end of a specific time period (unit, grading period, semester, year, etc.).
 - Teachers in same grade/subject should be encouraged to share objectives and assessments and work together on scoring.

Assessment Should Be Tailored to the Knowledge or Skill

Four Types of Musical Behaviors

1. Responding
2. Creating
3. Performing
4. Listening

Types of Assessments Used

1. Rubrics
2. Playing tests
3. Written tests
4. Practice sheets
5. Teacher observation
6. Portfolios
7. Peer and self-assessment

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SLOs: Focus on Standards

- Standards-based, not curriculum-based
- Focus is on students' growth toward proficiency on selected standards.
- Focus is not on whether teacher taught the material, but whether students can demonstrate mastery of the material.

SLOs: Limited and Focused

- SLO should be limited and focused in scope.
 - Do not try to measure everything that is important.
 - Teaching and assessing students' growth toward proficiency on standards for a content area will happen all year, but not all of those will be part of the SLO.
 - An SLO may focus on a single objective, but several standards may be connected to that objective.

SLOs: Using Rubrics

- Rubrics will work best when performance, projects, portfolios, or products (4 Ps) are needed to show students' mastery of standards.
- Work with colleagues to
 - Identify priority standards.
 - Discuss how students' proficiency could be measured.
 - Develop and pilot rubric.
 - Score student work together to calibrate levels.

SLOs: Scoring

- Assessments administered individually to students (like DIBELS, DRA) can be scored by person administering the assessment (usually the classroom teacher).
- Group assessments (like a multiple-choice test) can be scored by machine or together with other teachers.
- Rubric-based assessments are best scored together with colleagues in the same grade/subject.
 - Calibrate: Start by selecting “anchor papers” at each level and discussing what qualities make them a 1, 2, etc.
 - Try independently scoring sample papers/projects and discussing scores until agreement is reached.

SLOs and the Common Core Standards

- SLOs should be standards-based, so any key standards, including Common Core standards, can absolutely be the focus of SLOs.
- Really nice example of Common Core standards rubrics, created by staff at Elk Grove Unified School District (California)
<http://blogs.egusd.net/ccss/educators/ela/rubrics-k-12/>
 - This example not only provides indicators about students' level of proficiency, but also shows the students' progress within the context of grade-level expectations.

Teacher Collaboration

- Teachers do not need to assess in isolation.
 - Collaborate/share great lesson plans, materials, assessments, etc. across classrooms, schools, and districts (by content area, grades taught).
 - Work together to grade projects, essays, etc. by using virtual meeting technology when meeting in person is not feasible.
 - Working together encourages consistency in scoring, increasing validity and comparability of results.
- In rural areas, WebEx, Google Docs, and other Web-based tools allow you to share files, videos, assessments, and rubrics to

FAQs

- ***Q: Are SLOs the same as SMART goals? SMART = Specific Measureable, Attainable, Relevant, and Time-Sensitive.***
- A: Although not the same thing, SMART goals and SLOs are definitely compatible. SLOs should be SMART!
- ***Q: How many SLOs do we need?***
- A: It varies but many states are requiring two SLOs in nontested subjects and grades and one SLO in tested subjects. Some states do not require SLOs in tested subjects.
- ***Q: How do SLOs fit with Common Core/college- and career-ready standards?***
- A: SLOs should be based on students' progress on priority standards, and Common Core standards can absolutely be the focus of SLOs.
- ***Q: What does the research on SLOs say?***
- A: Research is under way on using SLOs as a mandatory component of teacher evaluation.

Resources from GTL Center

- Resources from GTL Center include searchable resources divided into buckets:
 - <http://www.gtlcenter.org/learning-hub/student-learning-objectives>
- Publications
- Guidebooks
- SLO Examples
- Tools
- Presentations
- Webinars

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