April 2012

Interim Progress Report

Michigan Council for Educator Effectiveness

MICHIGAN COUNCIL FOR EDUCATOR EFFECTIVENESS
INTERIM PROGRESS REPORT

APRIL 27, 2012

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Background

The Michigan Council for Educator Effectiveness (MCEE)[1] was established in June of 2011 as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). Council members were appointed in September, and the legislature appropriated funding in mid-December of 2011. The MCEE is a temporary commission with a life of no more than two years.

The council has five voting members, three of whom were appointed by Governor Rick Snyder, and one each by Senate Majority Leader Randy Richardville and Speaker of the House Jase Bolger. Governor Snyder appointed Deborah Loewenberg Ball, dean of the University of Michigan School of Education, as chair of the MCEE. In addition to Ball, the governor appointed Mark Reckase from Michigan State University's College of Education and Nick Sheltrown from National Heritage Academics in Grand Rapids. Majority Leader Richardville appointed David Vensel, a principal from Jefferson High School in Monroe, and Speaker Bolger appointed Jennifer Hammond, a principal from Grand Blanc High School. Joseph Martineau serves on the MCEE without vote and is the designee of the Michigan Department of Education's superintendent of public instruction. (See Appendix A for a full biography of each council member.)

Charge and Vision

The MCEE is charged by law with an ambitious agenda, one that has tremendous significance for the educational opportunities and outcomes of our state's children. The MCEE will submit to the State Board of Education, the Governor, and the state legislature a report that identifies and recommends all of the following:

- A student growth and assessment tool.
- A state evaluation tool for teachers.
- A state evaluation tool for school administrators.
- Changes to the requirements for a professional teaching certificate.
- A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

The following common vision grounds the efforts of the MCEE:

> ***The Michigan Council for Educator Effectiveness will develop a fair, transparent, and feasible evaluation system for teachers and school administrators. The system will be based on rigorous standards of professional practice and of measurement. The goal of this system is to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning.***

[1] MCEE was formerly called the Governor's Council on Educator Effectiveness. On March 27, 2012, Executive Order No. 2012–3 was signed by Governor Snyder. It moved the GCEE out of the Governor's Office and into the Michigan Department of Technology, Management, and Budget (DTMB). It also changed the name of the council to the Michigan Council for Educator Effectiveness.

The Process

The Michigan Council for Educator Effectiveness convened for the first time in December 2011. Since then, the MCEE has met 16 times, averaging one three-hour meeting per week. Most meetings have taken place at the University of Michigan's School of Education in Ann Arbor, though the council has also held meetings in Detroit, Lansing, and Grand Rapids. Four meetings were open to the public, offering a variety of stakeholders the opportunity to observe the council's work and voice comments and suggestions. (Appendix B summarizes each meeting's presentations and discussions.)

Collaboration has been central to the MCEE's progress. Council members, as well as two ongoing expert consultants, divided into two groups focused on two immediate priorities: observation protocols for teachers and student growth and assessment tools. These technical groups work to make progress outside of the formal MCEE meetings, but all council members and consultants collaborate during formal meetings to discuss findings, ideas, and questions, and all deliberations and decisions are collective.

In addition to the work of its six members, the MCEE has benefitted from the input of expert consultants, all of whom are national leaders in areas crucial to the council's work. These experienced scholars and practitioners have provided valuable insight into education policies, reforms, and initiatives that are taking place in Michigan and in other states. Since their first meeting, council members have consulted with more than 30 experts from 10 states (see Appendices C and D). They have also referred to research and reports from a wide range of organizations and commissions around the country that have already worked extensively to understand educator evaluation and to implement evaluation systems (see Appendix E). Research and consultants have provided the MCEE with a wealth of knowledge regarding observation tools, student growth models, pilots, and both the successes and concerns of other states throughout similar processes.

Because observation of teaching is so central to the evaluation system that the council is charged to recommend, the MCEE has focused its work over the last three months on learning about the efficacy, feasibility, cost, and other aspects of implementing a variety of observation tools. Council members have consulted with other states, spoken with representatives from observation tool organizations, and discussed each framework's strengths and weaknesses. The council has made significant progress on this portion of the charge. Similarly, because student growth is also to be a key component, the MCEE has been actively investigating alternative approaches to measuring growth, and learning about various challenges and ways to address them. This interim progress report provides a summary of what has been learned in both of these crucial areas.

The Advisory Committee

PA 102 of 2011 also established the Advisory Committee to the Michigan Council for Educator Effectiveness, which consists of Governor-appointed teachers, district leaders, and members of interest groups (see Appendix F for a full list of members). This committee has responded to questions submitted by the council, and has provided input on the observation and student growth components of the council's charge. To read the Advisory Committee's ideas and feedback, please refer to Appendices G and H.

Teacher Evaluation: Observation Tool

Overview

Regular observations of educators are an essential component of building learning organizations. The MCEE is committed to institutionalizing teacher observations as part of Michigan's educator evaluation system in a rigorous, professionally responsible, and legally defensible way. Because so many states have recently created such systems, the council gathered information from across the country about the components of such systems, the tools available, the measurement challenges associated with educator observations, the processes and resources needed to guarantee rigorous use of these measures, and the lessons that other states have learned along the way.

Design Principles for an Educator Evaluation System

It is essential that Michigan have a clear set of design principles for the development of its educator evaluation system:

- Expectations should be clear and rigorous.
- The system should involve multiple measures.
- The system should enhance performance.
- The system should be committed to and structured to support ongoing educator learning and development.

Criteria for Selecting Observation Processes and Tools

With these design principles in mind, the MCEE recommends five criteria for the selection and review of observation instruments and related materials to be used by Michigan school districts:

- *The instruments should be aligned with relevant state and national standards for educators.*

  In Michigan, there are three relevant frameworks that need to be aligned with the educator evaluation system: the Teaching for Learning Framework (Appendix I), the School Improvement Program framework (Appendix J), and the Professional Standards for Michigan Teachers (see Appendix K). In addition, as new policies and reforms are embraced by the state, (e.g., the Common Core State Standards), educator evaluation systems must be aligned to support teachers who are adjusting curriculum and instruction to these new mandates. There are also myriad standards for teaching issued by professional organizations (e.g., the National Council for Teachers of Mathematics, the National Council for Social Studies, etc.) that are relevant.

- *The instruments should be used both for describing practice and supporting ongoing educator learning/development.*

  Although one goal of the educator evaluation system is to identify weak or underperforming teachers, the power of the system will lie in its potential to improve continually the capacity of Michigan's educator workforce. Thus the system should be designed to support teacher and principal learning over time.

- *The instruments should be accompanied by a rigorous and ongoing training program for evaluators.*

  The documentation of teaching is only as good as the observer. Observers need to be trained to observe carefully, attend rigorously to the key elements of instruction, to be thorough and accurate in their note taking and assessments, and responsible in the conclusions they draw from their observations. This takes training, and every commercially available observation protocol includes substantial training. Several require annual retraining as well.

- *Independent research on the reliability and the validity of the instruments should be available.*

  Although locally developed measures or adaptations of widely used measures might be appealing to many educators, an educator evaluation system involves high-stakes decisions about employment and credentialing. Over time, therefore, it is essential that any locally developed observation instrument be rigorously examined for its reliability and validity. It is also essential to monitor fidelity of districts' use of any common state-wide protocol. Although any tool recommended as the common tool for the state will already be supported by evidence of validity, it will nevertheless depend on proper local implementation to be reliable and fair.

- *The demands of the process should be feasible (in terms of personnel, time, and financial cost).*

  Institutionalizing educator evaluation for every teacher in every school multiple times across the year will require major changes in the work of the school principal. Rigorous observation systems require pre- and post-conferences with teachers, extended and brief observations, time to review and analyze the observational data (along with additional material), and time to conference with every teacher. Efforts to short circuit and truncate these components will compromise the quality and defensibility of the evaluation system. Thus concerns for adopting a system that is feasible in terms of time, personnel, money, and other human and material resources are critical.

Observation/Evaluation Systems

Many observation and evaluation systems are currently available. Some have been developed by researchers, others by professional developers, others by educators committed to providing sound support for early career teachers. Several states—Rhode Island, North Carolina, and Colorado, for example—have developed their own protocols (often adapting aspects of other widely used observation tools). Most of these materials are not accompanied by credible research on their reliability and validity. In addition to hearing from several Michigan school principals about their observation systems, the MCEE carefully examined the following tools:

- The Marzano Observation Protocol (Marzano Research Laboratory)
- The Thoughtful Classroom (Silver Strong & Associates)
- The Five Dimensions of Teaching and Learning (The University of Washington, Center for Educational Leadership)
- Charlotte Danielson's Framework for Teaching Proficiency Test Instrument (Outcomes Associates, Inc.)
- The Classroom Assessment Scoring System (CLASS, Teachstone, Inc.)
- The TAP Rubric (National Institute for Excellence in Teaching)

All of the existing protocols are potentially aligned with Michigan standards for teachers, although they differ substantially in level of detail and relevance to all grade levels and subject areas:

Observation Instrument	Major dimensions	Aligned	Training	Independent research on reliability/ validity	Observation or observation plus other materials
Marzano	Establish and communicate learning goals Help students effectively interact with new knowledge Help students practice and deepen their understanding Help students generate and test hypotheses Engage students Establish and maintain classroom rules Recognize and acknowledge adherence to rules Establish and maintain effective relationships Communicate high expectations for all students Develop effective lessons 41 subdimensions (short form)	✔	✔		Obs+

Observation Instrument	Major dimensions	Aligned	Training	Independent research on reliability/ validity	Observation or observation plus other materials
Thoughtful Classroom	Organization, rules, and procedures Preparing students for learning Presenting new learning Deepening learning Applying learning Positive relationships A culture of thinking and learning Helping students reflect on learning Engagement and enjoyment 75 subdimensions	✔	✔		Obs+
Five Dimensions	Purpose Student engagement Curriculum and pedagogy Assessment of student learning Classroom culture 13 subdimensions	✔	✔		Obs
Framework for Teaching	Planning and preparation Creating a respectful environment Instruction Professional responsibilities 22 subdimensions	✔	✔	✔	Obs+
Classroom Assessment Scoring System (Declined to release entire rubric)	Emotional support Classroom organization Instructional support Number of subdimensions unknown	✔	✔	✔	Obs
TAP	Designing and planning instruction Instruction Professional responsibilities Learning environment	✔	✔		Obs+

Some of the observation protocols focus exclusively on what observers might see in a classroom; others include professional responsibilities such as collaborating with other teachers, working well with parents, planning and reflecting on lessons. Very few of them have been the subject of independent research; only the Danielson Framework for Teaching and the Classroom Assessment Scoring System have substantial research in terms of instrument validity and reliability.

Lessons Learned

Several important issues were emphasized by all of the state commissioners whom we interviewed and all of the observation system vendors. We summarize the main items here:

- *Pilot phase*: A system of educator evaluation will only work to improve student learning if there is extensive buy in, understanding, and local learning. Every state commission recommended a pilot testing year, during which proposed tools and approaches can be tried out and their feasibility and fairness analyzed. Such pilot testing enables appropriate adaptations to be developed, as

well as more communication and buy in. Pilot testing is also essential for assessing the feasibility of the processes proposed.

- *Phasing in*: Educators and evaluators cannot use a system with fidelity if they do not understand it. Each observation system involves considerable mastery of tools and processes, by both teachers and their evaluators. All vendors recommend phasing their system in. Two aims were identified:

    - *Learning the tool.* The observation tool is an essential catalyst for stimulating learning in the system. Principals and teachers need time to acquaint themselves with the tool, adopt the new technical vocabulary that accompanies any educator evaluation system, and reorient themselves to the changes in their responsibilities that are required by the system.
    - *Training the evaluators.* Every vendor emphasized the necessity of taking time to train (and in some cases, certify) the evaluators before launching the process. Using untrained evaluators significantly threatens the integrity and fidelity of the implementation, which in turn compromises both its capacity to improve student learning as well as its validity and reliability.

- *One observation is not enough and walkthroughs are not sufficient*. Research on how many observations are needed to develop a sound description of a teacher's practice makes it clear that one observation is not sufficient, and can actually provide inaccurate information on the quality of instruction. While there is no definitive answer to the question "How many observations of what length are sufficient?", researchers conducting the Gates Foundation-funded Measures of Effective Teaching (MET) study have found that multiple observations lead to higher levels of reliability, and recommend that, when the data will be used for high-stakes evaluation, teachers must be observed during more than one lesson. Study authors also suggest that state and local education authorities regularly audit reliability by having outside observers conduct observations on a subset of teachers and compare scores to those from observations by school administrators.[2]

- *There is a larger system of policies, practices, and resources that accompany the educator observation tools.* This system includes:

    - Training/retraining for the evaluators/principals
    - Appeals processes
    - Handbooks for teachers
    - Handbooks for principals
    - Rubrics for summative evaluations based on multiple observations
    - Technology to support observations (e.g., iPads and apps)
    - Technology to support data entry and management (including interfaces for multiple system users—for example, principals who are doing evaluations and teachers who are entering information—linked also to student assessment information)
    - Technical studies: Every tool needs to be evaluated for its quality. This involves conducting research on the reliability and validity of instruments (e.g., testing whether different observers using the same instrument and observing the same teacher will produce similar ratings and examining the correlation between evaluations based on observation instruments and evaluations using other empirical data).
    - Communication network for ongoing educator education
    - Pilot study and subsequent revisions

[2] Kane, Thomas & Staiger, Douglas (2012) "Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains." Measures of Effective Teaching project, pp. 38-40. http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf

Challenges

In reviewing research and interviewing relevant actors in other states, the MCEE has identified four challenges that must be met in making recommendations about the observation tool (or tools) to be used.

- ✓ *Challenge 1: Being fiscally and practically feasible.* Only two instruments have independent, persuasive data associated with them about their reliable use (Framework for Teaching and CLASS). Both are labor intensive, and require multiple observations, as well as considerable material and personnel resources. A fair system requires the use of tested instruments that result in defensible observations and subsequent evaluations, but this costs both money and time.

- ✓ *Challenge 2: Ensuring fairness and reliability*. No matter what tool is selected, considerations of feasibility are important, but must be balanced by an overriding concern for fairness. Determining how many observations are required, how many observers there should be, the number of dimensions and subdimensions on which teachers should be evaluated, and what the necessary training and expertise of evaluations should be are crucial considerations. All of the available evidence suggests that multiple observations are needed and multiple observers need to be trained. Some of the available instruments (that do not have independent evidence associated with them) are shorter or have been streamlined for the purposes of briefer, more efficient observations, but these instruments may not produce observations that are of high enough quality to make high-stakes decisions. Principals are not likely to have the time needed to conduct multiple observations for every teacher (in addition to end of the year conferences), nor do they have the content expertise to be qualified to make sound judgments across all content domains.

- ✓ *Challenge 3: Assessing the fidelity of protocol implementation*. Given the high-stakes nature of the decisions that will be made based on these observations, it is imperative that there be a system in place to check that instruments and procedures are implemented with integrity and rigor. Every vendor with whom we spoke emphasized the importance of observer training and retraining. As the use of these observations goes to scale in thousands of teachers' classrooms, data must be collected and analyses conducted to appraise whether tools are being used accurately and whether protocols for implementation are being followed.

- ✓ *Challenge 4: Determining the equivalence of different instruments*. If the state grants waivers to school districts to use a range of observation and evaluation tools, it is imperative that evidence is collected concerning the equivalence of instruments. That is, it would be unacceptable for teachers in one district to be held to a standard that is higher or lower than another district. Thus, the state will also need to collect information to demonstrate the equivalence of judgments made using different tools.

Observations of teaching might seem simple to carry out. However, the council's research makes clear the need to be vigilant in demanding the rigorous and accurate use of instruments that have also been field-tested, their reliability and implementation analyzed, and critically reviewed. Doing anything less would jeopardize the integrity of the entire process, limit the policy's capacity to improve schooling for Michigan's children, and compromise the entire reason for this initiative.

Teacher Evaluation: Student Growth Model

The central purpose of teaching is to help students learn, and student growth measures can provide valuable insights into teachers' effectiveness in doing so, particularly when coupled with other measures of teaching efficacy. Given the central place that student learning holds in the initiative to develop an excellent educator evaluation system in Michigan, the MCEE is examining ways in which accounting for student growth can be effectively incorporated into the state's approach to evaluating educators. As this brief update will illustrate, much work has been done on this important component and much work remains to be completed before any recommendations can be made.

One of the first challenges for the MCEE has been to clarify exactly what is meant by "student growth." Despite its apparent simplicity, it is actually a term that has taken on a range of meanings around the country. An early task of the council was to survey the field to understand different ways this term is being used in education policy. This review has included consulting with various experts in learning measurement and modeling, reviewing work done by other states, meeting with service providers, and consulting with local school districts.

The council has found wide variance in the ways in which organizations describe student growth measurement. They differ in (1) the tests used to assess student growth, (2) the actual analytic techniques for quantifying student growth, and (3) the measures of value added by educators to student growth. These are based on different assumptions and vary in their accuracy and reliability. Each of these three is explained briefly below.

Tests Used to Measure Student Growth

The MCEE has reviewed a range of assessments that can be used to produce estimates of student growth. These include teacher-made assessments, state tests (such as the Michigan Educational Assessment Program, or MEAP), and national norm-referenced tests (such as Northwest Evaluation Association's [NWEA] Measures of Academic Progress [MAP] or Scantron Performance Series). Specific characteristics of each assessment affect what it means to track students' growth.

Quantitative Measures of Student Growth

The council's investigations so far have allowed for a broad definition of student growth, including proxies for student growth (e.g., students' percentile ranks conditioned on pretest scores), which are often used as measures of student progress. Measures of student growth and progress that are currently in use for accountability purposes around the U.S. vary from the simple to the statistically complex. Simple examples include:

- Difference scores based on pre-test vs. post-test administrations of the same test in the same grade (not in use on a large scale).
- Transition tables tracking student performance levels from one grade to the next (such as those used in Delaware, Iowa, Minnesota, and Michigan).

More complex examples include:

- Difference scores based on pre- vs. post-test administrations, where the difficulty level of the test is calibrated on a vertical scale[3] to individual students' achievement levels at the time of the pre- or post-assessment (this approach is not in widespread use, but available through such instruments as the NWEA MAP).
- Difference scores based on vertically scaled tests from one grade to the next (such as those used in some states with vertically scaled assessments).
- Student growth percentile models such as those used in Arizona, Colorado, Indiana, and Massachusetts. In these models, percentile ranks of students' post-test scores are given for students who started out with similar scores on the pre-test.

[3] Vertical scales attempt to place test scores of students across grades on a common scale. For example, all students taking a particular test (regardless of grade) may fall on a vertical scale of 0 to 1000. Leveraging a common scale across grades is supposed to allow educators to compare student test score movement between adjacent grades as a way to estimate student growth. Thus, a helpful feature of vertical scales is that they allow the comparisons of test scores easily between grades. Vertical scales are not without their limitations, however. It is important to note that there is legitimate scholarly disagreement regarding the validity of vertical scales, and the council will need to consider these disagreements when making its recommendations.

Although each of these approaches satisfies a broad definition of measuring student growth, an important task of the MCEE will be to pilot these models to determine which are the most valid and reliable for use in evaluating educators.

Value-Added Measures

Value-added measures (VAM) attempt to isolate the effects of individual educators on the achievement or growth demonstrated by their students. VAM may be based on measures of student growth or vertical scales, but do not need to be. This is because measures of value added for an individual teacher are based on the deviation of that teacher's students' scores (or growth or progress) from the scores (or growth or progress) those students were expected to achieve based on previous achievement (and possibly other factors).

There are many different approaches to measuring the "added value" of an individual teacher's impact on students' growth, but there is legitimate and important scholarly disagreement over the appropriateness of these various approaches. Some researchers are skeptical about VAM in general because they question the validity of making causal claims about the impact of individual educators on student outcomes. The MCEE is committed to a thorough review and pilot of existing and emerging approaches before making a final recommendation about the value-added component in Michigan's educator evaluations. Although it seems common sense to be able to identify the impact a particular teacher has on students' progress, it is far from simple to do and the risks of doing it unreliably and improperly are obvious threats to the goal of this initiative to develop a strong system to evaluate and improve educator effectiveness in Michigan.

Plans for the Future of Michigan Assessment

Because measures of growth are highly dependent on the measures of achievement used to calculate student growth, the MCEE has taken a serious interest in the direction of state testing in Michigan as led by the Bureau of Assessment and Accountability (BAA). BAA has provided the MCEE with a detailed overview of the Michigan Department of Education's plan to develop additional standardized measures in the coming years and guide Michigan as the state moves to the Common Core State Standards and the supporting suite of assessments. (See Appendix L for a high-level overview of the next five years of planned testing development in Michigan.)

As the MCEE continues to investigate current work being done on measuring student growth, council members with technical expertise have also begun to evaluate how specific approaches to growth modeling would operate using MEAP and other assessment data. The council will continue this work in the coming months and will include their findings in a future report.

Challenges to Resolve

Measurement of student growth and "value added" are important components of educator evaluation. However, the different possible approaches present challenges that require more research and evaluation. Attributing student growth to individual educators in ways that are both fair and valid is a daunting task. MCEE is committed to addressing the challenges, and to incorporating the necessary safeguards in their recommendations. In addition to the issues entailed by the measurement of student growth and educators' added value, the MCEE has identified five additional challenges that will require further discussion and review by the council in the coming months:

- ✓ *Challenge 1: Measurement error in standardized and local measurements*. The MCEE recognizes that data collected from local and standardized assessments include some degree of random measurement error, some significant enough to lead to gross miscalculation of teachers' impact on student growth. It will be crucial to account for such measurement error in any responsible approach to including student growth and VAM in educator evaluation.

- ✓ *Challenge 2: Balancing fairness toward educators with fairness toward students*. The MCEE recognizes that there are significant issues to consider regarding whether demographic information should be incorporated into the statistical models used for VAM. Including such information will result in different expectations for certain groups of students based on their backgrounds, which in turn may result in maintaining or even increasing achievement gaps. Although this is less fair to students, it is fairer to educators to take into account the background characteristics of their students in setting expectations for growth. Not including demographics in setting expectations for student growth is fairer toward students, but is less fair toward educators. It is important to design a system that balances fairness toward educators and students.

- ✓ *Challenge 3: Non-tested grades and subjects*. Performing student growth calculations depends on having good measures in place. Measuring growth in non-tested subjects, such as art, physical education, music, etc. is a significant issue for the MCEE to address in its recommendation. An additional issue is the fact that many teachers do not teach in grades that are tested.

- ✓ *Challenge 4: Tenuous roster connections between students and teachers*. Fundamental to describing a teacher's influence on the learning outcomes of students is knowing which students he or she teaches, and to what degree each teacher is responsible for the instruction of each student. Based on discussions with local districts and state agencies, and national policy work, the MCEE recognizes that the student-teacher rostering relationship has a number of important challenges that need to be addressed. Repeatedly states have reported difficulties in simply determining which students were associated with which teachers.

- ✓ *Challenge 5: Number of years of data*. Teachers' assignments change regularly, some more than others. Teachers' work shifts as changes arise in their assignments to grade levels, subject areas, schools, and students. Instructional effectiveness must be geared to specifics of the context. Teachers also retire, while others enter the workforce. Like observations, assessments of value added are only as good as the data available, and for many teachers in tested grades and subject areas there is considerable variability in how many years of data are available.

In the coming months, the MCEE will continue to investigate these and other important issues as they relate to using student growth data to inform educator evaluation.

Combining Observation and Student Growth Scores

As this document has revealed, challenges exist in the selection of observational and student growth tools. The council has found that it is also important to consider carefully how values produced from observational and student growth tools are combined into a final evaluation score. The MCEE has reviewed the approach for combining evaluation scores in states such as New York, Ohio, Tennessee, Ohio, North Carolina, and Colorado. From these states' teacher evaluation systems, two approaches have emerged: formulaic and rubric.

In the formulaic approach (Tennessee and New York), inputs such as student growth and teacher observation are given weights and combined into a single teaching performance score by means of a formula. Combined scores are then mapped to a labeling scheme, which provides descriptions of teaching performance. For example, in New York 60 points of the evaluation are based on nationally recognized measures of teacher performance. The other 40 points are based on growth, giving a total possible of 100 points. The number of points a teacher earns is then mapped onto the following performance standards:

Ineffective: 0 – 64
Developing: 65 – 74
Effective: 75 – 90
Highly Effective: 91 – 100

Other states chose to use a rubric approach, where teacher observation data and student growth data are both independently mapped to standards of performance. For example, teachers may score a 5 in student growth, but only a 1 from observations of their teaching. The two scores are mapped to a rubric to determine the overall evaluation rating ("Partially Effective"). The rubric below is an illustrative example provided by Colorado:

Quality Standards Score						
	5	Partially Effective	Partially Effective	Effective	Highly Effective	Highly Effective
	4	Ineffective	Partially Effective	Effective	Effective	Highly Effective
	3	Ineffective	Partially Effective	Effective	Effective	Effective
	2	Ineffective	Partially Effective	Effective	Effective	Effective
	1	Ineffective	Ineffective	Partially Effective	Partially Effective	Partially Effective
		1	2	3	4	5
		Student Growth Score				

Each of these approaches to combining scores presents challenges and opportunities. Naturally, a constraint of the rubric approach is that it is best applied to evaluation systems that equally weight two components (such as observation and growth). However, the rubric approach has intuitive appeal to educators, and is likely easier to understand than a formulaic approach. Approaches that use a formula are fairly flexible in their weighting and the number of factors employed, but may communicate a false degree of precision. The MCEE considers the combining of component scores to be an important challenge that requires more discussion.

Other Potential Components of the Educator Evaluation System

Observations and student test scores are only two of the components of educator evaluation systems that are being developed. Other components include documents that support the observations, as well as other materials contributed by teachers, principals, students, or parents. Among the other components used in other states are the following:

- Pre-observation conferences
- Post-observation conferences
- Summative evaluation conferences
- Teacher self-assessments
- Professional accountabilities (e.g., National Heritage Academies' mid- and year-end evaluations)
- Educator growth plans (developed by teachers or administrators)
- Locally developed assessments of student learning
- Structured review of student work
- Teacher artifacts using portfolio or evidence binder processes
- Feedback from students, parents, and/or other teachers using structured survey tools
- Teacher self-reflection and progress on professional growth goals

The MCEE will continue to consider the other components that should be included in Michigan's educator evaluation system.

Timeline

PA 102 of 2011 set out goals for a rigorous evaluation system intended to enhance instruction and support professional learning in Michigan. The MCEE understands the urgency of such reform, but also acknowledges the high stakes involved in restructuring educator evaluation. In order to ensure that Michigan provides policy and direction that will empower teachers and leaders to meet the needs of students and improve student outcomes, the MCEE has designed the following timeline. This will allow for the thought, research, and collaboration necessary to make responsible, fair, and feasible recommendations.

Estimated Timeline for Completing Recommendations	
Month/Year	Recommendation
June 2012	Observation tool(s) Details regarding the 2012-2013 pilot year
July 2012	Other components of teacher evaluation systems
October 2012	Student growth model
November 2012	Evaluation tool for school administrators Details regarding the pilot of administrator evaluations District waiver processes and principles
April 2013	Professional certificate
June 2013	Review all recommendations and adjust based on new data and information

Next Steps: 2012 – 2013 Pilot

After investigating educator evaluation reforms across the country, the MCEE has concluded that a pilot test is not only important, but imperative. Such a pilot test will allow a set of recommended tools and approaches to be tried out in a small number of districts and schools for a year in order to learn about how well they work and to uncover any problems that should be remedied before implementing a system wholesale in all Michigan schools. While postponing the implementation of a complete educator effectiveness evaluation system might seem wasteful, not doing so would be reckless, both fiscally and technically.

A pilot year will provide data on implementation and validity, and crucial feedback from education professionals using the tools and approaches. During a pilot, technical and logistical challenges can be confronted and resolved, and the resources necessary to put a statewide system into place can be developed (including a communication system, materials for teachers and administrators, and a database for storing information), increasing the likelihood of our state succeeding in this complex but vitally important undertaking. Building a rigorous evaluation system that holds all Michigan educators accountable for student learning depends on understanding how well it works in practice and designing it to be fair, reliable, and defensible. New Jersey, Rhode Island, Washington, and Colorado have all used pilots or phase-in years to learn more about their proposed state evaluation systems, and each state has been able to adjust these systems based on the feedback and ideas generated from pilot-participating districts and schools. We want nothing less for our state's educators and the 1.5 million children they teach each year.

General Design

The council recommends a pilot study of evaluation tools in 12 school districts to be carried out during the 2012-13 school year. The pilot study is crucial because it will allow the state to learn about educator evaluation as it takes place in school settings and to accommodate practical and technical issues that arise in the pilot test. It will also take advantage of the fact that many school districts have already begun the hard work of institutionalizing rigorous, regular observation systems in their teacher evaluations.

Districts in Michigan will be invited to apply to be part of the pilot study, and the 12 districts will be selected to represent the range of districts and schools in the state—in terms of context, geography, governance, size, and resources. The pilot will precede the implementation of educator evaluation in Michigan, and will be used to develop the final recommendations of the Michigan Council for Educator Effectiveness.

Below are specifications as currently known for the pilot study of evaluation tools.

Teacher Observation Tools

The council recommends studying three teacher observation tools in the pilot study, specifically looking at each tool implemented in four different districts of different sizes—one large, one medium, and two smaller districts—for a total of twelve participating districts. The tools, which the MCEE will select in the coming few weeks, will be the most promising (in terms of evidence and feasibility) and most likely to fit Michigan's needs.

Before the pilot begins in the fall of 2012, educators in pilot districts will be trained in the use of the tool identified for study in their district, including both existing school administrators and staff hired for the sole purpose of conducting educator evaluations (to assure the feasibility of conducting sufficient observations of each teacher to produce valid and reliable results). Districts will not be asked to cover the costs of training, implementation, data analysis, or new staff for the pilot. The MCEE will specify exact details about the implementation of the pilot and will oversee the project to ensure a well designed study that maximizes its contributions to the progress of designing a strong educator evaluation system. Lessons learned during the pilot study will also lead to the development of responsible criteria for granting waivers, as it will be important to the credibility of the state's educator evaluation system to have rigorous standards for granting exceptions to the final recommendations from the council.

Student Growth Model/Value-Added Model Pilot

In addition to the studies of the observation tools, the council recommends a pilot of several alternative student growth models and value-added models in the 12 pilot districts. The MCEE plans to conduct a pilot using existing assessments such as MEAP in grades 3 through 8, new assessments in high school (possibly EXPLORE, PLAN, and ACT), computer adaptive assessments in grades where such tests are available commercially, and local assessments in non-tested grades and subjects. Districts will not be asked to cover the cost of the additional testing. Such a set of pilot studies will help prepare for new assessments that are being developed now and will provide crucial information about the different types of growth models and value added models that could be implemented in Michigan.

Piloting a student growth model will allow educators to examine both the student growth data and teacher and administrator observation data to understand better how evaluation will work when it is implemented in Michigan. The pilot study will likely highlight strengths and weaknesses in the tools and in the data they yield. This will help in the continued design of Michigan's educator evaluation system.

Administrator Evaluation Pilot

Although this report focuses on teacher evaluation tools, the MCEE has already begun gathering comparable information about administrator tools. It is also likely that the challenges associated with teacher observations are similar for administrators, and thus work on recommending administrator tools will be informed and accelerated by the council's deliberations about teacher observation and evaluation tools. The council will be recommending one or two tools for evaluating administrators in October 2012 and will incorporate them into the pilot study. As with the teacher observation pilot, districts will not be asked to cover the costs of training, implementation, or data analysis for the pilot. The MCEE will provide more information about this aspect of the pilot in upcoming months.

Process for Implementing Pilot and Analyzing Results

The MCEE recommends that four full-time staff be dedicated to oversight of the pilot study: an education consultant manager, two education research consultants, and a secretary. The team will be located in the Michigan Department of Education (MDE), but will be accountable to the MCEE during the pilot study. It will distribute applications to districts, and will then select districts for inclusion from the applications received. The staff will aim to select a diverse group of districts to participate and will consider geography, urbanicity, socioeconomic status, size, governance, and other characteristics of districts in the state. Districts will be assigned to an observation tool by the team so each tool is implemented in varied settings.

District faculty and administrators will receive training from experts provided by observation tool vendors. Throughout the pilot study, members from Michigan's evaluation staff will offer support and guidance in using the tools.

The council recommends hiring an external vendor to manage the data and complete additional data work required to describe adequately the relationships between teachers and students (such as which subjects the teacher is responsible for teaching to each student, and the percentage of instructional responsibility each teacher has for each student in each subject). Such additional rostering activities go beyond those provided in current Michigan data systems, and are necessary for ensuring the validity of any value added models run during the pilot.

The council recommends that an outside research organization without an interest in the outcome of the pilot be employed under the oversight of the Michigan Department of Education to analyze the data from the pilot study. The organizations providing observation tools also provide data collection protocols. The outside research group will be given the collected data from the observation tools for evaluation. At the same time, administrators in pilot districts will use the observation data to complete that portion of the teacher evaluation.

The research group will also conduct focus group or other interviews to understand better how well school personnel understood the tools and how to use them, whether the tools were feasible for use in a school setting, how systematically and rigorously the tools and processes were implemented, and how reliable and valid the data from the tools appeared to be.

The outside research organization will calculate the various measures of student growth, run the various value added models, provide a report of the analyses, and make recommendations to the council regarding the validity and reliability of each approach to measuring student growth and value added.

In addition, the outside research group will match data from the pilot of the student growth tool(s) and the administrator evaluation tool(s) with the teacher observation data. This task will highlight how well the tools work in concert, and whether there are any reliability and validity concerns that should be addressed.

All data analysis from the pilot study will be provided to the MCEE, which will use it to inform its final recommendations.

Budget

The council has consulted with several states about their design and implementation of teacher evaluation, including their pilot studies. Based on what we have learned from these states, we recommend that the state include $6,054,418 in the FY 2013 budget to cover the cost of the pilot in the 2012-13 school year. That amount includes the cost of training, implementation, data analysis, staff support, and reporting, as well as other expenses that the state and districts involved in the pilot will incur. A draft of the budget is included in Appendix M.

Looking Forward

Evidence shows that skillful instruction can dramatically increase the probability that students will learn. Such teaching is sensitive to students' environments, good at buffering interferences, and adept at promoting students' academic engagement as well as their social and emotional development. Being able to achieve our ambitious educational agenda in this state depends on building and supporting a system that can ensure that the teachers who serve in our classrooms have the requisite professional skills and know how to use them with the diversity of Michigan's 1.5 million schoolchildren.

As such, the charge presented to the MCEE is ambitious and historically significant, as it could lead to revolutionary changes in how educators are evaluated in Michigan. The council is committed to moving firmly but responsibly on this charge and to learning from other states and from knowledgeable experts about how to create the infrastructure, procedures, and tools necessary to create a fair, transparent, and feasible new system. At work now for just four full months, the MCEE has made major strides in understanding the issues and learning about resources, tools, and systems that can inform the development of Michigan's system. The council's ambitious timeline will advance this work with due speed and carefulness across the coming months. The pilot study will help to provide crucial information, and the ongoing investigations and contacts will supply other vital resources for meeting the charge of the MCEE. The council appreciates the broad support that it has received from stakeholders across the state and looks forward to the next stage of the work.

Appendix A: Council Members' Biographies

Deborah Loewenberg Ball, Chair

Deborah Loewenberg Ball is the William H. Payne Collegiate Professor in education at the University of Michigan, and an Arthur F. Thurnau Professor. She currently serves as dean of the School of Education and as director of a new organization called TeachingWorks. She taught elementary school for more than 15 years, and continues to teach mathematics to elementary students every summer. Ball's research focuses on the practice of mathematics instruction, and on the improvement of teacher training and development. She is an expert on teacher education, with a particular interest in how professional training and experience combine to equip beginning teachers with the skills and knowledge needed for responsible practice. Ball has served on several national and international commissions and panels focused on policy initiatives and the improvement of education, including the National Mathematics Advisory Panel (appointed by President George W. Bush) and the National Board for Education Sciences (appointed by President Barack Obama).

Jennifer Hammond

Jennifer Hammond is the principal of Grand Blanc High School. She previously served as a teacher and administrator at schools in Troy, Hamtramck, and also in Houston, Texas. Hammond earned a bachelor's degree and certificate in secondary teaching from Michigan State University, a master's degree in mathematics education from Wayne State University, an educational specialist degree in school administration from Oakland University, and a doctorate in philosophy of educational leadership from Oakland University.

Joseph Martineau

Joseph Martineau is the executive director of the Bureau of Assessment & Accountability in the Michigan Department of Education. He has served in the Michigan Department of Education as a psychometrican, manager of large-scale assessment programs, and director of state testing and accountability. He also serves as a member of the board of the National Council on Measurement in Education, and on the executive committee of the Smarter Balanced Assessment Consortium. Martineau earned a bachelor's degree in linguistics and a master's degree in instructional design from Brigham Young University and a doctorate from Michigan State University. Martineau serves on the council as a non-voting member.

Mark Reckase

Mark Reckase is a professor in the measurement and quantitative methods program within the Counseling, Educational Psychology, and Special Education Department of the College of Education at Michigan State University. He worked for 17 years at ACT Inc., a college admission testing company and was a faculty member at the University of Missouri-Columbia. Reckase also served as the vice president of the American Educational Research Association and the president of the National Council of Measurement in Education. He earned a bachelor's degree in psychology from the University of Illinois, and a master's degree and doctorate in psychology from Syracuse University.

Nicholas Sheltrown

Nicholas Sheltrown is director of measurement, research, and accountability at National Heritage Academics in Grand Rapids. He manages the measurement and research initiatives for a network of 71 charter schools with over 40,000 students. Sheltrown previously served as director of research and measurement at Grand Valley State University, the technology director at Byron Center Public Schools and vice president of professional development at ST Concepts Inc. in Byron Center. He earned a bachelor's degree in mathematics from Cornerstone University, and a master's degree in curriculum and teaching and a doctorate from Michigan State University.

David Vensel

David Vensel is the principal of Jefferson High School in Monroe. He previously served as a teacher and assistant high school principal at Airport High School in Carleton. He earned a bachelor's degree in sociology from Eastern Michigan University and master's degree in American history and secondary education from the University of Toledo.

Bios taken from: http://www.michigan.gov/snyder/0,4668,7-277-57577-262871--,00.html

Appendix B: Annotated Meeting Agendas

Governor's Council on Educator Effectiveness
Wednesday, December 7, 2011 • 2:00 – 5:00 p.m.
Lansing, Michigan
CLOSED SESSION: George W. Romney Building • 111 S. Capitol Ave.

AGENDA

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

2:00 – 2:30 Welcome, introductions, and preview of charge
Council members introduce themselves and share brief details about the expertise they bring to the work of the Governor's Council.
Deborah Loewenberg Ball previews the work of the coming months.

Notes: The word "tool" does not necessarily mean that we will suggest one tool, but that we will develop principles that guide the legislature. The GCEE is contributing to the infrastructure for training, development, and evaluation of teachers. A checklist is not sufficient to measure effectiveness. The GCEE agrees that it is very important to build consensus around this work.

2:30 – 3:00 Framing: The challenges of teacher evaluation
What are the greatest challenges in developing principles for a teacher evaluation system?

Notes: The legislation makes this a political charge. Perhaps the council can encourage less partisan features of the legislation.

3:00 – 3:20 Review council curriculum and procedures and finalize meeting schedule

3:20 – 3:30 Move to Capitol Building

PUBLIC SESSION: Capitol Building • 100 N. Capitol Ave. • Rooms 402 and 403

3:30 – 3:40 Review of charge and introduction of council members
Deborah Loewenberg Ball reads the official charge of the Governor's Council.
Council members introduce themselves to invited speakers and guests.

3:40 – 4:40 Prepared remarks from invited speakers
Representatives from key groups who have a stake in the work of the council make brief prepared statements. They include:

- Phil Pavlov, Senator, 25th District; Chair, Senate Education Committee
- Paul Scott, former Representative, 51st District
- Debbie Squires, Associate Director, Michigan Elementary and Middle School Principals Association
- James N. Goenner, President & CEO, National Charter Schools Institute
- Dan Quisenberry, President, Michigan Association of Public School Academies
- Brad Biladeau, Associate Executive for Government Relations, Michigan Association of School Administrators
- Jim Ballard, Executive Director, Michigan Association of Secondary School Principals (or alternate)
- Amber Arellano, Executive Director, The Education Trust-Midwest
- Chad Aldis, State Director, StudentsFirst
- Dan Varner, CEO, Excellent Schools Detroit
- Louise Somalski, Legislative Coordinator, AFT Michigan
- Art Przybylowicz, Associate Executive Director and General Counsel, Michigan Education Association

Notes: Speakers suggested creating a fair, transparent, valid, and reliable system. Empower principals to become instructional leaders, and use evaluation as a development tool. Study what other states have implemented and learn from them.

4:40 – 5:00 **Public remarks**
Open the floor for brief remarks from others in attendance.

Next meeting **Wednesday, December 14, 2011**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Wednesday, January 11, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:20 **Opening to meeting and updates**
Changes in GCEE structure; funding; consultants; communication protocols

2:20 – 3:20 **Purposes of evaluations**
Why is it important for states and/or school districts to develop evaluation systems for their educators and administrators? What are the key purposes for such evaluations? What professional standards (technical, legal, and ethical) should guide the use of evaluations?

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor at University of Michigan School of Education

To review in advance: "Measuring What Matters" (December 2010/January 2011 issue of *Kappan*) and "Evaluating Teacher Effectiveness: Where do we go from here?" (National Comprehensive Center for Teacher Quality's May 2011 presentation to Learning First Alliance)

Notes: The key purpose of evaluation systems is to improve teaching and learning. The council should outline the things that need to be in place in order to implement evaluations validly. Start with standards, and use these to select a tool.

3:20 – 3:45 **Review of the legislation**
The GCEE was established as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). What does the legislation require the GCEE to include in its recommendations? What does a close reading of PA 102 and the bill analysis teach us about the intent of the legislation?

Discussion led by Deborah Loewenberg Ball

To review in advance: PA 102 and analysis of the legislation

Notes: Start with the definition of effective teachers and tailor this definition for different instruments. Find out what domains are being measured in other states.

3:45 – 4:45 **Other states' efforts**
A number of states have already developed evaluation systems. What is typically assessed by these systems? Do any states provide a model for us to follow as we develop our recommendations?

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

To review in advance: National Comprehensive Center for Teacher Quality's comparison of teacher evaluation policies for Rhode Island, New York, and North Carolina (To compare other states, visit http://resource.tqsource.org/stateevaldb/)

Notes: North Carolina is a high capacity state with partnerships with research universities. We will need to determine Michigan's capacity. Rhode Island is a good model and clearly lays out its methodology. Rhode Island uses three tools for observations. New York has five observation tools that districts can use.

4:45 – 5:00 **Our charge**

The GCEE is charged with identifying recommendations for all of the following:

1) A student growth and assessment tool.
2) A state evaluation tool for teachers.
3) A state evaluation tool for school administrators.
4) Recommended changes to be made in the requirements for a professional teaching certificate.
5) A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

What will count as a recommendation? What principles should guide our work?

Discussion led by Deborah Loewenberg Ball

Notes: The GCEE needs to make sure there is empirical evidence that the instrument is valid. This poses a challenge with both choosing and building our own.

Next meeting **Wednesday, January 18, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)
Focus: Key types of teacher evaluation tools and/or systems

Governor's Council on Educator Effectiveness
Wednesday, January 18, 2012 • 2:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 2:40 Walkthrough tool used at Monroe Public Schools

Presentation by Julie Everly, assistant superintendent for elementary education, and **Ryan McLeod**, assistant superintendent for secondary education, Monroe Public Schools

Notes: Monroe Public Schools has an iPad walkthrough tool for observations. Tools prompt district level "look fors" and allow others to be added at the school level. MPS will be drafting a rubric based walk-through tool next in order to get away from the yes/no model. The district asks principals to do ten walk-throughs each week. This model allows immediate feedback for teachers.

2:40 – 3:15 Two rubrics: Danielson and Marshall

Compare and contrast the two rubrics. Where are the overlaps? What's missing? How do they align with the chart Brian presented at the January 11 meeting?

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor at University of Michigan School of Education

To review in advance (IN DROPBOX):

- Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Kim Marshall's Teacher Evaluation Rubrics (revised September 4, 2010)

Notes: Marshall doesn't use evidence, only judgment. Danielson has a statement of standards and is well developed and elaborated. According to the MET study, observation tools should define expectations for teachers, ensure observer accuracy, ensure reliability of results, and determine alignment of outcomes. Ensuring accuracy of observers is a huge challenge, but MET recommends that teachers be trained and certified.

3:15 – 4:00 Three models: North Carolina, Rhode Island, and Washington, D.C.:

Compare and contrast the three models. Where are the overlaps? What's missing? How well do they address some of the concerns placed in the "parking lot" at the January 11 meeting (e.g., reliability of data, transparency of process, validity of instrument, application to untested grades and subjects)?

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

To review in advance (IN DROPBOX):

- North Carolina Teacher Evaluation Process
- The Rhode Island Model: Guide to Evaluating Building Administrators and Teachers (2011-2012)
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (Group 1: General Education Teachers with Individual Value-Added Student Achievement Data)
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (Group 2: General Education Teachers without Individual Value-Added Student Achievement Data)

Notes: Washington, D.C. model is concrete and describes behaviors and examples in depth. North Carolina looks like National Board and focuses on teachers as leaders. Rhode Island seems oriented toward developing over time and learning.

Next meeting **Wednesday, February 8, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, February 8, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 3:10 Big issues

What big issues or questions need to be addressed before we can make any recommendations about principles or tools for evaluation? We have already begun building a "parking lot" for these that includes things like access to data, transparency, and validating evaluation instruments. What other big categories do we need to consider? What fundamental questions concern you most about this work?

Notes: Council members' questions include: How do we deal with the differences in context, level, and subject matter? Are we developing our own tool, or are we looking for a tool or approach that is already developed? To whom do our recommendations apply? How do we communicate with the legislature, teacher organizations, and others? Regarding the student growth tool, what is the metric? Some next steps are to create a vision statement, continue to look into what other states have done, and continue to research existing tools.

3:10 – 3:40 Guiding principles

At our first meeting, I said that any recommendation that we make needs to be valid, fair, useful, and feasible. Are there other principles that should guide our work?

3:40 – 4:10 Learning from experts

What two or three things are you most needing to learn about from consultants or each other to do this work responsibly? Do you have suggestions for experts we could bring in to guide some of that learning?

4:10 – 5:00 Advisory Committee

What role do you envision for the soon-to-be-appointed advisory committee of teachers, administrators, and parents?

Notes: The Advisory Committee can identify the concerns and expectations that they have; this could give the GCEE insight into what others are worrying about and hoping for. The Advisory Committee could develop a plan to learn about what a subset of districts is doing now, and use that to inform a list of components that they believe should be included in an evaluation system. The GCEE needs to learn how best to work with the Advisory Committee.

Next meeting Monday, February 13, 2012
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Thursday, February 13, 2012 • 2:00 p.m. – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 5:00 VAM team and observation tool team conduct small group work

Governor's Council on Educator Effectiveness
Thursday, February 16, 2012 • 9:00 a.m. – 12:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members Present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 Opening to meeting and updates

9:10 – 9:20 Timeline for deliverables and resulting political tensions
Discuss concerns we have heard from some legislators regarding a revised timeline that allows us to complete our work by the end of the calendar year. Consider strategies for addressing concerns.

Notes: The council decided that the timeline for deliverables needs to be extended in order to make responsible recommendations. Deborah could make this proposal at her March 1 meeting.

9:20 – 9:45 Communication strategies and guidelines
Review and comment on vision statement drafted by Jenny and Dave.
Discuss key talking points, protocols for media requests and other official communications on behalf of the council, meetings with key stakeholder groups, etc.

To review in advance (in Dropbox): Draft vision statement

9:45 – 10:00 Timing of statewide student tests
Discuss the benefits and drawbacks of administering statewide tests (e.g., MEAP, ACT, MME) in the spring

Notes: MEAP will move online and to the spring in 2014-15. The state could provide some funding to do benchmark/periodic assessments in non-tested grades and subjects. MCEE will continue to consider assessment timelines and their alignment with evaluation recommendations.

10:00 – 11:15 Work in small groups

11:15 – 12:00 Presentation by David Hecker, president, Education Alliance of Michigan

Notes: Districts will need a lot of support to use valid and reliable assessments in all content areas. The council must have a mobility standard; many classrooms, especially in urban districts, change composition over the course of the year. The GCEE should consider using peer reviews, portfolios, and self-assessments.

Next meeting Tuesday, February 21, 2012
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Note: Dan McCaffrey, PNC Chair in Policy Analysis and senior statistician at RAND Corporation, will be presenting the Frank B. Womer Lecture at the School of Education from 12:00 to 1:30 p.m. Governor's Council members are invited to attend.

Governor's Council on Educator Effectiveness
Tuesday, February 21, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

12:00 – 1:30 Daniel F. McCaffrey presents the 2012 Frank B. Womer Lecture in Measurement and Assessment

Dan McCaffrey, PNC Chair in Policy Analysis and senior statistician at RAND Corporation will present his talk, "Can Paying Teachers for Performance Improve Student Achievement? Results from Three Random Assignment Evaluations." All GCEE members are invited. His talk will take place in the Prechter Laboratory (room 2202) in the School of Education. A light lunch will be served.

For more information, see:
http://soe.umich.edu/news_events/events/detail/womer_lecture_daniel_mccaffrey/)

NOTE: Dan McCaffrey will join us for the GCEE meeting after his talk and answer questions we have about value-added modeling and other student growth models. Nick and Joseph prepared some questions in advance, which are included on this agenda. Please feel free to bring your own questions to the meeting.

2:00 – 2:10 Opening to meeting and updates

Proposal to hire GCEE project manager

2:10 – 3:10 Introduction to value-added modeling (VAM)

- What technically qualifies a model to be value-added? What minimum characteristics must a model have to be considered a value-added model?
- What is the simplest value-added model that could be used responsibly in educator evaluation?
- What factors should we consider when selecting a value-added model?
- What potential benefits does VAM present to a teacher evaluation system?
- What are the potential pitfalls?

To review in advance (in Dropbox): Daniel Koretz's 2008 *American Educator* article, "A Measured Approach"

Notes: There is no universal definition of VAM, but there are components that everyone agrees is a part of VAM (e.g. this year's scores regressed against last year's and the year's before with a consideration for demographics). Dan suggests: regress the current year score on some set of prior year scores, account for error in prior scores, add aggregated scores at classroom level to control for peers.

3:10 – 4:10 Using VAM to evaluate and improve instruction

- How would you suggest value-added data be incorporated in a teacher evaluation system?
- What advice would you give practicing educators who must incorporate VAM in an overall evaluation?
- How would you recommend using VAM to provide feedback to teachers to help them improve instruction?
- Most VAMs compare teachers against the average teacher effect, but how do you know if the average teacher is effective?
- How much does choice in what VAM model you select influence things like teacher ranking and evaluation?
- What do you think about the role of "growth toward a standard" models?

4:10 – 5:00 **VAM data integrity and reliability**

- What is a simple design that doesn't require additional data collection to test the effect of a VAM-based system in the state (e.g., interrupted time series design)?
- What are the biggest data quality issues that you have encountered that compromise VAM?
- In the 2003 report, *Evaluating Value-Added Models for Teacher Accountability*, you wrote, "The research base is currently insufficient to support the use of VAM for high-stakes decisions." Is this still true in your opinion?

Notes: The GCEE should focus on error where stakes are the highest. Some other factors to consider include putting in peer effects, accounting for students with multiple teachers, precision, and statistical bias.

Next meeting **Monday, February 27, 2012, 2:00 – 5:00 p.m.**
Grand Valley State University, Eberhard Building, room 215
301 Fulton St. W, Grand Rapids, MI
(see http://www.gvsu.edu/meetatgvsu/eberhard-parking-directions-and-map-12.htm for a map and parking information)

Governor's Council on Educator Effectiveness
Monday, February 27, 2012 • 9:00 a.m. – 12:00 p.m.
Grand Valley State University • Eberhard Building, room 215 • 301 Fulton St. W • Grand Rapids

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 Opening to meeting and welcome remarks

9:10 – 9:40 Use of teaching evaluations and student achievement scores to improve instruction

Presentation by Tom Livezey, superintendent, and **Jason Kennedy**, principal, Oakridge Public Schools, Muskegon, MI

9:40 – 10:30 Observation tools and other modes for measuring the effectiveness of instruction

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

Notes: Suzanne Wilson guided the group in a discussion of observation tools. Council members developed a list of questions for observation tool developers. Answers to these will assist the GCEE in determining which tools might best fit Michigan districts and schools.

10:30 – 11:30 Student growth and assessment tools

Discussion led by Deborah Loewenberg Ball, chair, Governor's Council on Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: Review Dan McCaffrey's talk.

11:30 – 12:00 Public comment session

Notes: Suggestions from public attendees included looking at student growth percentile model as an interim student growth option, examining the state's professional development opportunities, using multiple observers and student/parent surveys.

Next meeting Thursday, March 1, 2012
9:00 a.m. – 12:00 p.m.
Lansing, MI (exact location to be determined soon)

Governor's Council on Educator Effectiveness
Thursday, March 1, 2012 • 9:00 a.m. – 12:00 p.m.
Capitol Building, room 424 • 100 North Capitol Avenue • Lansing, Michigan

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**
Debriefing Monday's meeting in Grand Rapids
Updates

9:10 – 9:40 **Systematized evaluation: National Heritage Academies**

Presentation by Max Hunsicker, senior director of coaching and learning at National Heritage Academies

Notes: According to Mr. Hunsicker, National Heritage Academies' evaluation is intentional, supportive, and measured. The goal of this system is to have high-quality teachers in every classroom. The system focuses on components of teaching that have the greatest impact on student achievement. This system is built around meaningful dialogue and professional development.

9:40 – 10:10 **Update on meeting with legislators**
Notes from conversation with Senator Phil Pavlov, chair of the Senate Education Committee
Highlights from meeting with key legislators

10:10 – 11:00 **Outstanding questions and next steps**
Review questions surfaced at Monday's meeting
Determine assignments and next steps

To review in advance: Grids of questions about observation tools and student growth models (in Dropbox in folders "Observation tool questions" and "Student growth questions"

Notes: Council members reviewed this question grid and determined assignments for future work. The primary focus for upcoming weeks will be on observation tools.

11:00 – 12:00 **Student growth and value-added models**
Review notes from conversation with Dan McCaffrey
Begin building framework for building recommendations for feasible and useful student growth assessments

Next meeting **Wednesday, March 7, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, March 7, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 **Opening to meeting and updates**
Debriefing last week's meetings in Grand Rapids and Lansing
Updates

2:10 – 2:40 **Update on meeting with legislators**
Notes from conversation with Senator Phil Pavlov, chair of the Senate Education Committee
Highlights from meeting with key legislators
Next steps

2:40 – 3:00 **Michigan assessment timeline through 2015-16**
Discuss the state's assessment timeline and its impact on student growth models

To review in advance: Assessment timeline (in Dropbox folder "Relevant MDE policies)

3:00 – 4:00 **Washington perspective**
In 2007, the Center for Educational Leadership (CEL) at University of Washington College of Education released its instructional framework, the 5 Dimensions of Teaching and Learning (5D). According to CEL's website (www.k-12leadership.org):

The 5D Framework is the only comprehensive instructional framework in the country accompanied by an on-line assessment tool that measures leaders' ability to observe and analyze instruction, provide useful and timely feedback to teachers, and guide teachers' learning. More than 2,000 district leaders, school leaders, and coaches nationwide have participated in the 5D assessment process since its development.

We will have a Skype conversation with **Steve Fink**, executive director at CEL, **Sandy Austin**, project director at CEL, and **Edie Holcomb**, program facilitator at Washington's Teacher & Principal Evaluation Pilot (TPEP), which is using 5D as one of their observation protocols (along with Danielson and Marzano).

To review in advance: Materials from University of Washington (in Dropbox folder "University of Washington")

Notes: Washington is using three instructional frameworks, but 5D reflects the overall scope of Danielson and Marzano. In Washington, these frameworks will be used with all instructional personnel. Each of the providers (Danielson, Marzano, and 5D) will provide training. The instrument is not as important as the training to use the framework well. These presenters believe that observers do not judge a classroom, but watch and catalogue.

4:00 – 5:00 **Work in small groups**

Next meeting **Friday, March 16, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Friday, March 16, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown

AGENDA

2:00 – 2:10 Opening to meeting and updates
Introduce Cori Mehan
Updates

2:10 – 2:30 Michigan assessment timeline through 2015-16
Discuss the state's assessment timeline and its impact on student growth models

To review in advance: Assessment timeline (in Dropbox folder "Relevant MDE policies")

Notes: Council members studied the testing timeline and asked Joseph questions about implementation and feasibility. It was noted that this timeline will help council members as they make future recommendations regarding student growth.

2:30 – 3:00 Review of Michigan's current data availability and challenges

Nick Sheltrown and **Joseph Martineau** will present and lead a discussion

Notes: Nick and Joseph explained roster checking, which would allow for districts to match students more accurately with teachers and glean a more accurate measurement for each teacher's percentage of instructional responsibility. The council discussed the difficulty of applying such a tool to PE and art teachers, but decided to consider roster verification tools as they continue to make recommendations.

3:00 – 4:00 "Teaching capacity" growth model

Mark Reckase and **Joseph Martineau** will present an alternative growth model that they are developing to measure "teaching capacity"

Notes: Mark and Joseph presented their growth model and answered questions. They explained that this model would allow districts to consider and account for students' backgrounds and other external factors when evaluating student growth. Each student would receive a challenge index. One outstanding concern was that this model might favor teachers working with disadvantaged student populations.

4:00 – 5:00 Colorado perspective
Colorado's State Council for Educator Effectiveness submitted its report and recommendations to the State Board of Education on April 13, 2011. We will have a Skype conversation with **Lorrie Shepard**, member of the council and dean at the University of Colorado at Boulder's School of Education. She will offer information about their council's efforts, the process they used to arrive at their recommendations, and key lessons learned.

To review in advance: Attached summary of Colorado's State Council for Educator Effectiveness Report and Recommendations (Full report is in Dropbox folder "Sample reports of Ed Evaluation Committees")

Notes: Lorrie Shepard explained the educator evaluation process in Colorado, including their timeline, matrix approach, pilot, and choosing an observation tool.

Next meeting **Wednesday, March 28, 2012**
10:00 a.m. – 1:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Wednesday, March 28, 2012 • 10:00 a.m. – 1:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown (via telephone), Dave Vensel (via telephone)

AGENDA

10:00 – 10:45 **Opening to meeting and updates**
Executive Order changing our name; Plans for open meeting in Detroit on April 2; Discussion of ways to engage the Advisory Council before the April 30 deadline; Summer meeting dates

Notes: The governor signed an executive order that changed the council's name to the Michigan Council for Educator Effectiveness. Our logo must be changed, as well as other documents. The Detroit meeting will take place at the Skillman Foundation. Cori will send out directions and parking information. The MCEE will ask the Advisory Council for their input on key challenges.

10:45 – 11:00 **Vision statement approval**
To review in advance (In Dropbox folder "Vision statements"): Vision statement revisions document

Notes: Council members edited and approved the vision statement, which will guide the council's future work and recommendations.

11:00 – 11:30 **Combined performance measures**
Nick Sheltrown will review how five states combine their performance measures.

Notes: Nick provided information on combining performance data. In the discussion afterward, the council generally preferred the rubric approach, not the formula approach. The council also agreed on the need to be able to indicate the probability that a teacher will fall into any given box in the rubric. For future thinking, could this approach set Michigan apart from other states?

11:30 – 1:00 **Review of observation tool conversations and findings**
Jenny Hammond, **Dave Vensel**, and **Suzanne Wilson** will review the observation protocols and frameworks that they have examined and discuss findings, thoughts, and questions.

To review in advance:

- Memo concerning observation protocols and related materials/processes (to be emailed later on March 27)
- Charlotte Danielson's Framework for Teaching (In Dropbox folder "Meeting agendas and materials")
- Robert J. Marzano's An Observational Protocol Based on "The Art and Science of Teaching" (In Dropbox folder "Meeting agendas and materials")
- University of Washington's 5D+ Teacher Evaluation Rubric (In Dropbox folder "Meeting agendas and materials")

Note: If you received a binder that contains these observation tools, please bring it with you to the meeting.

Notes: Jenny, Dave, and Suzanne met with representatives from observation tool organizations to learn more about the specifics of each tool. Council members discussed observation tool ideas, concerns, and questions regarding feasibility, reliability, validity, cost, and other aspects of each system.

Next meeting **Monday, April 2, 2012**
12:00 – 3:00 p.m.
The Skillman Foundation (100 Talon Centre Dr., Suite 100, Detroit)

Michigan Council for Educator Effectiveness
Monday, April 2, 2012 • 12:00 p.m. – 3:00 p.m.
The Skillman Foundation • Grantees' Room • 100 Talon Centre Dr., Suite 100 • Detroit

Council members present: Deborah Ball, Dave Vensel

AGENDA

12:00 – 12:15 Opening to meeting and welcome remarks

12:15 – 1:00 Updates on the MCEE's work

Discussion led by Deborah Loewenberg Ball, chair, Michigan Council for Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: The MCEE has looked at particular observation frames and protocols like Danielson. Council members have looked at other states in order to learn what systems exist. The council is working to develop a system that is fair, transparent, and feasible, and will contribute to educational improvement.

1:00 – 1:30 Learning about the Washington's evaluation pilot

We will have a phone conversation with **Michaela Miller**, Washington's teacher–principal evaluation project manager, to discuss Washington's pilot program. Michaela will discuss timeline, training, cost, feedback from educators, and other lessons learned regarding Washington's educator evaluation pilot.

Notes: Washington has plans to phase in their system; there are nine school districts in the pilot this year and there will be 65 school districts in 2012-2013. Washington was able to train all teachers in pilot schools on the observation tools, but it was expensive. Michaela suggests that the MCEE focus on connecting teachers and principals in pilot districts, use frameworks that already exist, work with teachers to set goals, and listen to feedback from teachers.

1:30 – 2:00 Piloting evaluation systems

- What are the benefits of a pilot year?
- What systems or policies need to be in place for a pilot to be effective?
- How might districts apply to be a part of a pilot year?

Discussion led by Cori Mehan, project manager for the Michigan Council for Educator Effectiveness.

Notes: After examining other states, Cori shared some findings. Selecting varying sizes of pilot districts can help to understand more potential challenges. The cohort of pilot districts should be relatively small so that the state can analyze the evaluation systems' effectiveness in each school. In many cases, student growth measures are not piloted in the first year.

2:00 – 3:00 Public comment session

Notes: Create more transparency with the public. Avoid "gotcha" checklist evaluation. Evaluation system needs to be about professional growth. Pilots are important for buy-in; pilots also help to ensure that a system works before asking more districts to take part.

Next meeting Monday, April 12, 2012
8:00 – 11:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 12, 2012 • 8:00 – 11:00 a.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Nick Sheltrown, Dave Vensel

AGENDA

8:00 – 8:10 Opening to meeting and updates

8:10 – 8:20 Overview of the April 2 meeting in Detroit

Notes: During the Detroit meeting, the council heard from Michaela Miller, who explained the pilot process in Detroit. She answered questions about piloting districts, feedback from educators, and the lessons they learned. Then, the council heard from public attendees including teachers, district leaders, and members of advocacy groups.

8:20 – 10:45 Plans and considerations for the interim progress report

What does the Council want to include in the upcoming report? What recommendations can we make? What can we say regarding the recommendations we are not yet prepared to make? What should be our messaging strategy around this report?

Discussion led by Deborah Loewenberg Ball

Notes: The council agreed that the upcoming interim progress report should describe the council's work, and should include consultants, agendas, and lessons that the council has learned. Sections of the report will include process, observation tool, student growth, timeline, and pilot recommendations. Council members agreed to work on sections of the report, and the draft will be available to view before the next meeting.

10:45 – 11:00 Sharing Social Security Numbers with Jessica Menold

Jessica Menold, finance specialist in the Executive Office of Governor Snyder, is working to reimburse council members for mileage and other expenditures. She needs each council member's social security number, and will be speaking with us via telephone to procure these.

Next meeting Thursday, April 19, 2012
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 19, 2012 • 1:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

1:00 – 2:00 Danielson Framework and Teachscape presentation

Charlotte Danielson is the creator of the Danielson Framework and has served as a consultant to hundreds of districts, universities, intermediate agencies, state departments of education, and national ministries and departments of education. She will be speaking with us about her observation framework and the policies and practices that support its implementation.

Also visiting is **Mark Atkinson**, the founder and CEO of Teachscape, an organization that "combines software tools for classroom observation and evaluation, online learning content based on authentic teaching practice, and professional services for support in structuring professional development and implementing school turnaround." Mr. Atkinson has worked closely with Ms. Danielson to develop an online training, practice, and assessment system for observers to ensure that they can make accurate and consistent judgments based on evidence.

To review in advance (In Dropbox):

- Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Questions for Charlotte Danielson

Notes: Ms. Danielson and Mr. Atkinson answered questions regarding the training, cost, and overall implementation for the Framework for Teaching. Mr. Atkinson briefly showed portions of the online training portal. He will give council members access to this portal so that they can review its features and sessions.

2:00 – 4:00 Reading, editing, and continuing to write the interim progress report

Discussion led by Deborah Loewenberg Ball

Notes: The council read and reviewed the interim progress report draft, and Chair Ball made notes throughout the document. Council members agreed to work on specific sections of the report, which will be reviewed over the next week before Thursday's meeting. The council agreed to submit the interim report next Friday, April 27.

Next meeting **Thursday, April 26, 2012**
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Appendix C: In-Meeting Consultations

Name	State/ Position	Date Consulted	Information Provided
Mark Atkinson	Founder and CEO of Teachscape	April 19, 2012	Mr. Atkinson explained and demonstrated Teachscape's online training portal for the Danielson Framework for Teaching (2011).
Sandy Austin	**State of Washington** Project director at the Center for Education Leadership, University of Washington College of Education	March 7, 2012	Ms. Austin contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
Rick Catherman	**Michigan** Michigan Music Teacher Evaluation Committee chairperson, Chelsea High School director of bands, and National Board certified teacher	April 26, 2012	Mr. Catherman explained his findings regarding music teacher evaluations, and made recommendations for addressing non-tested subject evaluations.
Beth Carr	Director of District Partnerships, Learning Sciences International	March 20, 2012	Ms. Carr helped the council to learn more about the implementation, feasibility, and training of Robert Marzano's observation protocol.
Charlotte Danielson	Founder of the Danielson Group and creator of the Danielson Framework.	April 19, 2012	In an in-person visit, Ms. Danielson explained more details about training, cost, feasibility, reliability, and validity of the Danielson Framework.
Julie Everly	**Michigan** Assistant superintendent for elementary education, Monroe Public Schools	January 18, 2012	Julie Everly explained and answered questions about the iPad walk-through tool now used in Monroe Public Schools.
Steve Fink	**State of Washington** Executive director at Center for Education Leadership, University of Washington College of Education	March 7, 2012	Mr. Fink contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.

Name	State/ Position	Date Consulted	Information Provided
Edie Holcomb	**State of Washington** Program facilitator at Washington's Teacher and & Principal Evaluation Pilot	March 7, 2012	Mr. Holcomb contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
Max Hunsicker	**Michigan** Senior director of coaching and learning, National Heritage Academies	March 1, 2012	Mr. Hunsicker shared information regarding National Heritage Academies' teacher evaluation system.
Jason Kennedy	**Michigan** Principal, Oakridge Public Schools	February 27, 2012	Mr. Kennedy discussed the evaluation system currently used by Oakridge Public Schools.
Tom Livezey	**Michigan** Superintendent, Oakridge Public Schools	February 27, 2012	Mr. Livezey discussed the evaluation system currently used by Oakridge Public Schools.
Dan McCaffrey	PNC Chair in Policy Analysis and senior statistician at RAND Corporation	February 21, 2012	Mr. McCaffrey guided the council through an introduction of Value Added Modeling and answered council members' questions.
Laurie McCullough	Chief Strategy Officer, Teachstone	March 20, 2012	Ms. McCullough helped the council to learn more about the implementation, feasibility, and training of CLASS observation tool.
Ryan McLeod	**Michigan** Assistant superintendent for secondary education, Monroe Public Schools	January 18, 2012	Mr. McLeod explained and answered questions about the iPad walk-through tool now used in Monroe Public Schools
Michaela Miller	**State of Washington** Program manager, Washington's Teacher and & Principal Evaluation Pilot	April 2, 2012	Ms. Miller shared information regarding the training, cost, and feasibility of an evaluation tool pilot, like the one she is working with in Washington.

Name	State/ Position	Date Consulted	Information Provided
Brian Rowan	**Michigan** Burke A. Hinsdale Collegiate Professor, University of Michigan School of Education	Ongoing	Dr. Rowan has attended many council meetings as an on-going consultant. He has provided guidance around student growth modeling, calculating validity and reliability, assessment, and understanding large scale implementation of evaluation tools in schools and districts.
Lorrie Shepard	**Colorado** Dean & Distinguished Professor, School of Education, University of Colorado at Boulder	March 16, 2012	Dean Shepard met with council members via Skype to explain the educator evaluation reform process in Colorado. She discussed Colorado's timeline, resources, process, and lessons learned.
Ginny Vitello	Research and evaluation director, Teachstone	March 20, 2012	Ms. McCullough helped the council to learn more about the implementation, feasibility, and training of CLASS observation tool.
Suzanne Wilson	**Michigan** University Distinguished Professor, chair of the department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching, Michigan State University	Ongoing	Dr. Wilson has attended many council meetings as an on-going consultant. She has provided invaluable information regarding observation tools, other states' experiences, and the large-scale implementation of evaluation systems in schools and districts. Dr. Wilson has also written memorandums that helped to organize and articulate the council's ideas and findings.

Appendix D: Out-of Meeting Consultations

Name	Position	Date Consulted	Information Provided
Katy Anthes	**Colorado** Executive director of educator effectiveness, Colorado Department of Education	March 26, 2012	Ms. Anthes provided information regarding Colorado's evaluation reform process. She answered questions regarding Colorado's pilot, cost, and lessons learned.
Amber Arellano	**Michigan** Executive director, The Education Trust Midwest	Ongoing	Ms. Arellano has provided ongoing support and guidance by conducting research, building understanding of other states' evaluation systems, and aiding in the navigation of political environments.
Drew Jacobs	**Michigan** Data and policy analyst The Education Trust Midwest	Ongoing	Mr. Jacobs has provided insight into the waiver process, evaluation tools, and other states' reform processes.
Sarah Lenhoff	**Michigan** Assistant director of policy and research, The Education Trust-Midwest	Ongoing	Ms. Lenhoff has helped the council understand more about pilots, evaluation tools (particularly student growth tools), and building capacity around evaluation systems.
Robert Murphy	**New Jersey** Principal, East Brunswick High School	March 2012	Mr. Murphy discussed the observation tool that New Jersey currently uses to assess teachers. He addressed the cost, feasibility, and feedback from teachers for the tool.
Julia Simmerer	**Ohio** Director, Office of Educator Effectiveness, Ohio Department of Education	April 4, 2012	Ms. Simmerer provided information regarding Ohio's observation tools, their training on these tools, and their pilot. She provided insight on the resources that Ohio needs in order for this process to be implemented effectively.

Name	State/ Position	Date Consulted	Information Provided
Matt Smith	**Colorado** Chair, Colorado State Council for Educator Effectiveness and Vice President, Engineering & IT Systems, United Launch Alliance	April 2012	Mr. Smith discussed how Colorado used information that the pilot program could aid the state, administrators, and teachers in understanding and adapting evaluation systems.

Appendix E: Research and Resources

Other States' Reports		
Document Title	Publishing Organization	Description of Document and Web Link
The State Council for Educator Effectiveness Report and Recommendations (2011)	Colorado's State Council for Educator Effectiveness	This report details the evaluation recommendations made by Colorado's State Council for Educator Effectiveness. Colorado Report
Teacher and Principal Evaluation Pilot Report to the Legislature (2011)	State of Washington's Office of the Superintendent of Public Instruction	This report to the Washington legislature details the teacher and educator evaluation reform process and pilot. Washington Report
The Rhode Island Model: Guide to Evaluating Building Administrators and Teachers (2011)	Rhode Island Board of Regents	This guide explains Rhode Island's teacher and administrator evaluation process. Rhode Island Report
RISE Evaluator and Teacher Handbook 1.0 (2011)	Indiana Department of Education, RISE Evaluation and Development System	This handbook details Indiana's teacher evaluation system. Indiana Report
Building a Breakthrough Framework for Educator Evaluation in the Commonwealth (2011)	Massachusetts Task Force on the Evaluation of Teachers and Administrators	This framework details the educator evaluation system in Massachusetts. Massachusetts Report
North Carolina Teacher Evaluation Process	Public Schools of North Carolina, State Board of Educations, Department of Public Instruction	This report explains North Carolina's teacher evaluation process. North Carolina Report
State Database of Teacher Evaluation Policies – Comprehensive Comparison	National Comprehensive Center for Teacher Quality	This document compares the evaluation systems of three states: Rhode Island, New York, and North Carolina. State Database Comparison

Michigan Department of Education Documents		
Document Title	Publishing Organization	Web Link
Professional Standards for Michigan Teachers	Michigan Department of Education	PSMT Report
Michigan's Teaching for Learning Framework	Michigan Department of Education	TFL Framework
Michigan's School Improvement Framework	Michigan Department of Education	SI Framework

Research Papers and Other Reports		
Document Title	Publishing Organization	Description of Document and Web Link
Gathering Feedback for Teaching (2012)	Bill and Melinda Gates Foundation, Measures of Effective Teaching (MET) Project	This report presents an in-depth discussion of the analytical methods and findings from the Measures of Effective Teaching (MET) project's analysis of classroom observations. Feedback for Teaching Brief
Measuring What Matters (2011)	Aaron M. Pallas, Phi Delta Kappan	This paper argues that all states should adopt a new system of program accountability guided by recommended principles. Measuring What Matters
Teacher Evaluation in Michigan (2012)	The Education Trust – Midwest	This report describes Michigan's teacher evaluation legislation and reform process. Teacher Evaluation in Michigan

Observation Tool Frameworks and Resources		
Document Title	Publishing Organization	Web Link
Charlotte Danielson's Framework for Teaching (2011)	The Danielson Group	FFT 2011 Revised
An Observation Protocol Based on "The Art and Science of Teaching" (2010)	Marzano Research Laboratory	Marzano Observation Protocol

Document Title	Publishing Organization	Web Link
CLASS Implementation Guide (2009)	Classroom Assessment Scoring System, Teachstone Inc.	Class Implementation Guide
UWCEL's 5 Dimensions of Teaching and Learning Instructional Framework (2010)	Center for Educational Leadership, University of Washington College of Education	5D Framework
Understand the Teacher Advancement Program	Teacher Advancement Program Foundation	TAP Overview
The Thoughtful Classroom Teacher Effectiveness Rubric: Administrator's Observation Guide	The Thoughtful Classroom	The Thoughtful Classroom Framework Guide
Rating a Teacher Observation Tool	The New Teacher Project	This power point specifies ways to ensure classroom observations are focused and rigorous. Rating a Teacher Observation Tool

Student Growth Model Resources		
Document Title	Publishing Organization	Description of Document and Web Link
Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models (2005)	Henry I. Braun, ETS	This paper serves as a review of the opportunities and constraints of value-added models as applied to teacher evaluation. The author argues that value-added models are helpful in identifying teachers in need of professional development and low performing schools, but also includes cautions surrounding technical limitations. Using Student Progress to Evaluate Teachers
Passing Muster: Evaluating Teacher Evaluation Systems (2011)	Brown Center on Education Policy at Brookings	This article provides an overview for evaluating the technical characteristics of teacher evaluation systems and includes worked examples. Passing Muster

Document Title	Publishing Organization	Description of Document and Web Link
The Long-Tern Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood (2011)	Raj Chetty John N. Friedman Johan E. Rockoff	This report addresses the long-term impacts of teachers, and viewing those impacts through student outcome data. Long-Term Impacts of Teachers
Evaluating Teacher Evaluation: Popular Modes of Evaluating Teachers are Fraught with Inaccuracies and Inconsistencies, but the Field has Identified Better Approaches (2012)	Audrey Amrein-Beardsley Linda Darling-Hammond Edward Haertel and Jesse Rothstein Phi Delta Kappan	This article argues that many modes of evaluating teachers are not as reliable as their promoters claim, but other options are available. Evaluating Teacher Evaluation
The Colorado Growth Model: Using Norm- and Criterion- Referenced Growth Calculations to Ensure that All Students are Held to High Academic Standards (2011)	William J. Bonk, Ph.D., SchoolView.org Colorado Department of Education	This brief paper provides an overview of Colorado's student growth model. Colorado Growth Model
A Measured Approach	Daniel Koretz	This paper offers an accessible introduction to measurement issues related to teacher evaluation and value-added models. A Measured Approach
Getting Value Out of Value-Added: Report of a Workshop (2010)	Henry Braun, Naomi Chudowsky, and Judith Koenig The National Academies	This document summarizes the perspective of participants in a 2008 National Research Council workshop on value-added models. Report of A Workshop
Using Student Performance to Evaluate Teachers (2011)	Rand Education	This document summarizes the importance of incorporating multiple measures of teacher performance in an evaluation system. Student Performance to Evaluate Teachers

Non-Tested Subject Resources		
Document Title	Publishing Organization	Description of Document and Web Link
Measuring Student Achievement in Non-Tested Grades and Subjects: Approaches, Issues, and Options for DCPS (2011)	District of Columbia Public Schools	This report documents Washington, D.C.'s system of evaluating teachers with non-tested subjects and grades. DC Non-Tested Grades and Subjects
Measuring Growth for Non-Tested Subjects and Grades (2011)	Tennessee First to the Top	This report documents Tennessee's system of evaluating teachers with non-tested subjects and grades. Tennessee Non-Tested Grades and Subjects

Appendix F: Advisory Committee Members

Name	Position	Organization	Representing
Dan L. DeGrow, Chair	Superintendent	St. Clair County RESA	public school administrators
Amber M. Arellano	Executive Director	The Education Trust-Midwest	public school administrators
Ernst A. Bauer	Research, Evaluation and Assessment Consultant	Oakland Schools	public school administrators
William C. Chilman, IV	Superintendent	Beal City Public Schools	parents of public school pupils
Barbara F. Mays	Vice-Chair	Barton Elementary School Parent Organization	parents of public school pupils
Mary A. Kovari	Principal	Detroit Institute of Technology High School	public school administrators
Kirstin G. Queen	HR Manager	Ford Motor Credit Company	parents of public school pupils
John F. Haan	Elementary Teacher	Charlevoix Public Schools	public school teachers
Tonya Allen	Chief Operating Officer and Vice President	Program for The Skillman Foundation	parents of public school pupils
Ingrid J. Guerra-Lopez	Director	Wayne State University Institute for Learning and Performance Improvement	public school teachers
Krista L. Hunsanger	Teacher	Grand Ledge Public Schools	public school teachers
Colin Ripmaster	Principal	Mattawan High School	public school administrators
Richard S. Carsten	Superintendent	Ida Public Schools	public school administrators
Matthew T. Wandrie	Superintendent	Lapeer Community Schools	public schools administrators
Nathan R. Walker	Organizer	American Federation of Teachers Michigan	public school teachers
Tammy M. Wagner	Dickinson		parents of public school pupils

Appendix G: Advisory Committee Report

The Advisory Committee to the Governor's Council on Educator Effectiveness (GCEE) was established to provide input on the recommendations of the GCEE. In order to fulfill this role, the Advisory Committee convened to begin developing a foundational understanding of the five key components of the educator evaluation system upon which the GCEE will make recommendations to the legislature. Based on their work over the course of four meetings, the Advisory Committee submits the following summary to the GCEE:

General Comments

The Advisory Committee supports the GCEE in seeking additional time beyond April to assess potential tools given the high stakes for successful and sustainable implementation. This is in keeping with the work taking place in other states. In a similar project in the State of Colorado, for example, a two-year period was spent selecting a tool that is currently being piloted this year. Thought should be given to implementing a pilot project for each of the tools design for Michigan.

The Advisory Committee also supports development of a communications plan and feedback process as a critical first step to ensure stakeholder input is considered. This will increase the likelihood of support. We recommend that the communications plan includes the following information:

1. Clearly identifies the legal foundation and rationale for change as well as communicates the data upon which the necessity for the tool was determined;
2. Addresses a broad group of stakeholders to include teachers, administrators, students, parents and the community;
3. Communicates the importance of teacher quality in student learning. Research from the past few decades has demonstrated that teachers are the single most significant in-school predictor of student achievement. As such, it is critical that the evaluation process incorporates high expectations and contributes to teacher development.
4. Establishes a common language for key components of the tool;
5. Is constructed in such a way as to convey fidelity of the tool and the plan;
6. Identifies the Student Growth and Assessment tool as a pilot that will employ use of a formal feedback mechanism for effective year-to-year improvements; and
7. Includes a thoughtful roll-out plan that contains a thorough Question and Answer document.

I. Student Growth and Assessment Tool

Critical Factors and Suggested Elements of the Student Growth and Assessment Tool

We support a Student Growth Tool that:

1. Reflects elements of successful national models.
2. Creates a model that positively impacts school culture and educator behavior, encourages collaborative professional dialogue and serves as a catalyst for teacher professional growth and continuous improvement.
3. Defines state expectations for student growth that are applicable for all districts and charter schools in the state and may be used for some portion of the total student growth component.
4. Provides a clear measure of student growth to engender stakeholder understanding and trust.
5. Is comprehensive enough to address a variety of circumstances, yet simple enough to be clear and build understanding of what data means and how it impacts teacher behavior (performance) and results.
6. Is valid in multiple contexts within different types of classrooms, schools and districts, yet not diluted to the point at which it becomes minimally effective for all.
7. Incorporates elements of student growth applicable to individual teachers as well as collective accountability applicable across all teacher groups.

8. Accounts for classroom differences and addresses growth defined in a variety of contexts – core versus non-core, individual classroom versus building, etc.
9. Defines a clear target of expected growth as well as what constitutes above and below expectations.
10. Incorporates artifacts as valuable components of performance evaluation.
11. Includes multiple assessments that are age-appropriate and specific.
12. Is constructed to make intuitive sense to practitioners with clarity as to how the measures impact educator practice.
13. Includes ongoing evaluation with annual opportunities for stakeholder review and feedback.

Identified Challenges

1. The model must be tested. There is a concern for psychometric issues – reliability, validity, standard error, etc.
2. The model must be connected with the Teacher Evaluation and Administrator Evaluation tools.
3. The model should address concerns over data integrity.
4. The tool should support a culture of collaboration versus competition.
5. There is concern over lack of expertise in using data: developing assessments, understanding formative and summative assessment, and examining student work are significant challenges.
6. There are many outside factors that impact students (i.e. divorce, death in family, etc.) and classrooms (i.e absenteeism, mobility, etc.) that may not be accounted for in formulas.

II. Teacher Evaluation Tool

Critical Factors and Suggested Elements (TECF)

We support a Teacher Evaluation Tool that:

1. Serves as a pathway to highly effective teaching.
2. Emphasizes a culture of collaboration versus competition.
3. Represents nationally agreed upon dimensions of professional practice and utilizes a clear, common language.
4. Identifies target behaviors in a graduated approach that applies appropriately to first year teachers and to veterans.
5. Utilizes multiple indicators (observations, portfolios, artifacts, etc.) to identify progress.
6. Relies upon data collected throughout the school year rather than a moment in time.
7. Includes multiple student assessments – both formative and summative – at local, state and national levels.
8. Incorporates technology solutions to assist with data collection and management.
9. Considers Master Teachers as partners in the evaluation team.
10. Incorporates feedback from students and parents.

Identified Challenges (TEIC)

1. Development of a system that reflects fidelity for teachers of all disciplines.
2. Weighting of domains to reflect priority of components leading to teacher growth.
3. Common quality training for administrators and teachers to assure consistency among raters.
4. Determining a student growth model that aligns local and state value-added measures that are reliable and valid.
5. Designing inputs to reduce potential for subjectivity.
6. Time involved for administrators to complete evaluations.
7. Teacher support and understanding of components.

Appendix H: Advisory Committee Responses to MCEE Questions

Michigan Council for Educator Effectiveness
Response from the Advisory Council

The Advisory Committee to the Governor's Council on Educator Effectiveness (GCEE) offers the following in response to questions from the GCEE. Numbers listed after each statement refer to comments and suggestions shared in the Advisory Committee Summary of Components I and II.

1. What should be the design principles for an educator evaluation system?

Candidate design principles might include:

a) The system should be committed to and structured to support ongoing educator learning and development. [TECF 1, TECF 4]
b) Expectations should be clear and rigorous. [TECF 3]
c) The system should involve multiple measures. [TECF 5]

Response: There is a consensus that each of the above design principles should be included. The evaluation system will influence behaviors of evaluators as well as those being evaluated. While the common goal is a positive change in school culture and improvement in student learning, there is a risk of compromised student learning in the pursuit of high scores.

2. What should be the criteria for selecting observation processes and tools?

Candidate criteria might include:

a) The instruments should be aligned with relevant state and national standards for educators. [TECF 3]
b) The instruments should be used both for describing practice and supporting on-going educator learning/development. [TECF 1, TECF 4, TEIC 2]
c) The instruments should be accompanied with a rigorous and on-going training program for evaluators. [TEIC 3]
d) Independent research on the reliability and the validity of the instruments should be available. [TEIC 4]
e) The demands of the process should be feasible (in terms of personnel, time, and financial cost). [TECF 8, TEIC 6]

Response: There is a consensus that each of the criteria is acceptable.

3. *What other potential components of the educator evaluation system would you suggest?*

Among the components used in other states are the following:

a) Pre- and/or post-observation conferences [TECF 5]
b) Summative evaluation conferences
c) Teacher self-assessments and reflections
d) Educator growth plans
e) Locally developed assessments of student learning [TEIC 4]
f) Structured review of student work
g) Teacher artifacts using portfolio or evidence binder processes [TECF 5]
h) Feedback from students, parents, and/or other teachers using structured survey tools [TECF 10]

Response: All of these are potentially valuable components. Caution should be exercised when determining how many elements are involved in the default model. Some may be better left to local

decisions as districts adapt the state model to their own system. In addition, a glossary of terms should be included as critical to development of a common understanding of the targets.

4. What lessons have districts and schools learned about instituting fair and feasible educator evaluator systems that we should be cognizant of?

Response: Based on the collective input of the Advisory Committee, we submit the following insights from local schools:

a) Too rigid a document or a top-down approach will not change culture. Local buy in is required. The value-added model should not be divisive and counter-productive to improving collaborative practices.
b) The tools must allow some local flexibility to fit local needs.
    - The system must be fair and flexible - tight on core components and loose on optional components.
    - Local teachers must have some control over the growth goals they select.
c) Multiple measures of effectiveness are important, including:
    - reliable and valid student achievement data;
    - portfolios that provide examples of student learning; and
    - teacher self-evaluation components.
d) It would be helpful to make distinctions in teaching effectiveness. Some teachers are better at teaching high-needs or at risk students. Achievement in this population may not increase at the same level as other students and teachers who are making a difference with high-needs populations should not be penalized for slower growth rates.
e) Quality protocols for training evaluators are critical. We would like to see MDE provide training.
f) The time involved in conducting evaluations is a concern. We would like to see a system where other non-principal evaluators, including Master Teachers, can contribute.
g) The student growth model component is emerging as the most problematic. A concrete example must be provided that addresses the following considerations:
    - Nationally-normed tests, by definition are insensitive to instruction.
    - Local teachers should have input into student growth and assessment criteria.

Appendix I: Michigan Department of Education Framework for Learning

Foundations

1. Classroom Management: Create an environment for learning; set expectations, establish routines, embed technology in instruction, motivate students, and form supportive personal relationships with students in order to maximize instruction.

2. Educator Responsibilities: Sustain a deep understanding of both content and pedagogy; continually seek professional growth and development; use technology to enhance teaching and learning; collaborate through professional learning communities to enhance planning, instruction, and pedagogical knowledge; reflect on professional practice.

3. Essential Teacher Beliefs: Maintain firm attitudes concerning equity and anti-racism; set high expectations for all students; uphold the principle that all students can grow their intelligence; foster student motivation and improve student attitudes; display urgency and relentlessness with regards to student growth; take ownership of outcomes.

4. *Initial and On-Going Instructional Planning*: Conduct backward planning to create rigorous lesson, unit, and long-term plans; use standards and objectives to ground plans; embed technology in instruction.

5. *Investing Families and the Community*: Collaborate with the community to support students; build an open line of two-way communication between parents and teachers; communicate with students' families when making decisions; work with parents to create a healthy learning environment at home; establish a volunteer program through which parents can become involved in classrooms and schools.

Strategies for Instruction

1. *Activation and Extension of Knowledge*: Use technology to activate and extend knowledge; enhance students' ability to make connections and deepen knowledge; provide mnemonic devices to help students remember and think about content; enable students to understand the relevance of content.

2. *Differentiation*: Assess students' academic strengths and areas for growth; recognize students' multiple intelligences; tailor lessons to meet the needs of diverse learners; use technology to comply with students' learning preferences.

3. *Engagement and Motivation of All Learners*: Plan lessons that are culturally relevant for students; reinforce effort and positive behavior with recognition and praise; tap in to student interest and expertise.

4. *Flexible Grouping*: Create cooperative groups that are flexible and fluid; provide students the opportunity to work in both heterogeneous and homogenous groups; vary teaching methods between individual and whole group instruction.

5. *Multiple Opportunities for Practice, Mastery, and Assessment*: Provide students with academic choice; use both alternative and authentic assessments; incorporate technology into the testing process; evaluate students using both formative and summative assessments; give students the opportunity to practice skills and deepen knowledge through meaningful homework assignments.

6. *Scaffolding*: Confer with students; Use graduated questioning to support and challenge students in their learning; space learning over time; use direct instruction.

7. *Stimulation of Critical Thinking and Problem Solving*: Engage students in critical discussion surrounding content; allow students to generate and test hypotheses; lead students to practice and enhance higher order thinking skills; encourage students to consider their own learning; enable students to summarize content and compare and contrast ideas.

Using Data

1. *Instructional Decision-Making*: Use data to identify instructional needs, match instructional strategies to identified needs, monitor student progress, and set goals; provide feedback to students upon identification of strengths and weaknesses; track student data with technology.

2. *Using Multiple Data Sources*: Use formal assessment data, informal assessment data, and non-assessment data to drive instructional decision-making.

Appendix J: Michigan Department of Education School Improvement Framework

Strand I: Teaching and Learning

Standard 1: Curriculum

- Curriculum is aligned to standards, reviewed, and monitored
- Curriculum is communicated to teachers and parents

Standard 2: *Instruction*

- Instruction is planned, aligned with curriculum and student needs
- Instruction is delivered effectively

Standard 3: Assessment

- Assessments are aligned to curriculum and instruction
- Assessment data is reported and used to tailor instruction

Strand II: Leadership

Standard 1: *Instructional Leadership*

- An educational program is in place
- Teachers are provided instructional support

Standard 2. *Shared Leadership*

- School maintains a culture and a climate that are conducive to student learning and growth.
- Shared leadership supports continuous improvement

Standard 3. Operational and Resource Management

- Resources are allocated appropriately
- Operations are managed

Strand III: Personal and Professional Learning

Standard 1. *Personal Qualifications*

- School leaders, teachers, and staff are knowledgeable, skillful, and professional
- Educators meet state, district, and school requirements

Standard 2. *Professional Learning*

- Educators collaborate to increase professional learning
- Educators participate in professional development to increase content and pedagogical knowledge
- Professional development is aligned with curricula

Strand IV: School and Community Relations

Standard 1. *Parent/Family Involvement*

- School effectively communicates with parents and families
- Engages parents and families in student learning and school activities

Standard 2. *Community Involvement*

- School effectively communicates with community members
- Involves community members in student and school activities

Strand V: Data and Information Management

Standard 1. *Data Management*

- Data is generated, identified, and collected
- School makes data accessible to teachers, parents, and students
- Data is used to support teachers and students

Standard 2. *Information Management*

- School analyzes and interprets school information
- School applies information

Appendix K: Professional Standards for Michigan Teachers

Standard #1: Subject Matter Knowledge-Base In General and Liberal Education: An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts.

Standard #2: Instructional Design and Assessment: Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles).

Standard #3: Curricular and Pedagogical Content Knowledge Aligned with State Resources: Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools.

Standard #4: Effective Learning Environments: Management and monitoring of time, relationships, students, and classrooms to enhance learning.

Standard #5: Responsibilities and Relationships to the School, Classroom, and Student: Systematic reflection to organize and improve teaching and develop effective relationships.

Standard #6: Responsibilities and Relationships to the Greater Community
Participation in professional, local, state, national, and global learning communities.

Standard #7: Technology Operation and Concepts: Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication.

Appendix L: Michigan Assessment Timeline

Type	Level	Subject	Grades		2011-12		2012-13		2013-14		2014-15		2015-16	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AA-AAS	Elementary & Middle School	ELA	3-8	3-8	MI-A[1]	-	MI-A	-	MI-A	-	MI-A	DLM[2]	-	DLM
		Math	3-8	3-8	MI-A	-	MI-A	-	MI-A	-	MI-A	DLM	-	DLM
		Science	5 & 8	4 & 7	MI-A	-	MI-A	-	MI-A	-	MI-A	MI-A	-	MI-A
		SocStud	6 & 9	5 & 8	-	-	-	-	MI-A	-	MI-A	MI-A	-	MI-A
	High School	ELA	-	11	-	MI-A	-	MI-A	-	MI-A	-	DLM	-	DLM
		Math	-	11	-	MI-A	-	MI-A	-	MI-A	-	DLM	-	DLM
		Science	-	11	-	MI-A	-	MI-A	-	MI-A	-	MI-A	-	MI-A
		SocStud	-	11	-	-	-	-	-	?	-	MI-A	-	MI-A
AA-MAS	Elementary & Middle School	Reading	3-8	3-8	ME-A[3]	-	ME-A	-	ME-A	-	ME-A	-	-	-
		Math	3-8	3-8	ME-A	-	ME-A	-	ME-A	-	ME-A	-	-	-
		Writing	3-8	3-8	ME-A	-	ME-A	-	ME-A	-	ME-A	-	-	-
General Summative	Elementary & Middle School	Math	3-8	3-8	MEAP[4]	-	MEAP	-	MEAP	-	MEAP	SBAC[5]	-	SBAC
		Reading	3-8	3-8	MEAP	-	MEAP	-	MEAP	-	MEAP	SBAC	-	SBAC
		Writing	4 & 7	3-8	MEAP	-	MEAP	-	MEAP	-	MEAP	SBAC	-	SBAC
		Science	5 & 8	4 & 7	MEAP	-	MEAP	-	MEAP	-	MEAP	MEAP	-	MEAP
		SocStud	6 & 9	5 & 8	MEAP	-	MEAP	-	MEAP	-	MEAP	MEAP	-	MEAP
	High School	Math	-	11	-	MME[6]	-	MME	-	MME	-	SBAC[7]	-	SBAC
		Reading	-	11	-	MME	-	MME	-	MME	-	SBAC	-	SBAC
		Writing	-	11	-	MME	-	MME	-	MME	-	SBAC	-	SBAC
		Science	-	11	-	MME	-	MME	-	MME	-	MME	-	MME
		SocStud	-	11	-	MME	-	MME	-	MME	-	MME	-	MME
Interim Benchmark Assessments	Elementary & Middle School	Math	K-2		-	-	-	-	-	-	IB-GL[8]		IB-GL	
		Reading	K-2		-	-	-	-	-	-	IB-GL		IB-GL	
		Writing	K-2		-	-	-	-	-	-	IB-GL		IB-GL	
		Science	3-8		-	-	-	-	-	-	IB-GL		IB-GL	
	High School	English	9-12		-	-	-	-	-	-	?		IB-CC[9]	
		Math	9-12		-	-	-	-	-	-	?		IB-CC	
		Science	9-12		-	-	-	-	-	-	?		IB-CC	
		SocStud	9-12		-	-	-	-	-	-	?		IB-CC	
Model Assessments	Elementary & Middle School	Science	K-2		-	-	-	-	-	-	M-GL[10]		M-GL	
		SocStud	K-8		-	-	-	-	-	-	M-GL		M-GL	
		Other	K-8		-	-	-	-	-	-	M-GL		M-GL	
	High School	Other	9-12		-	-	-	-	-	-	M-CC[11]		M-CC	

1. MI-Access (Michigan's Alternate Assessment based on Alternate Achievement Standards).
2. Dynamic Learning Maps. A consortium developing an alternate assessment to replace MI-Access in ELA and mathematics.
3. MEAP-Access (Michigan's Alternate Assessment based on Modified Achievement Standards). Ceases upon adoption of SBAC.
4. Michigan Educational Assessment Program (Michigan's general assessment for elementary and middle school).
5. Smarter/Balanced Assessment Consortium. A consortium developing assessments to replace MEAP in reading, writing, and mathematics.
6. Michigan Merit Examination (Michigan's general assessment for high school).
7. SBAC assessments in high school can optionally be taken by 9th and 10th graders.
8. Interim benchmark grade level assessments.
9. Interim benchmark course content assessments.
10. Model grade level assessments.
11. Model course content assessments.

Appendix M: Evaluation System Pilot Proposed Budget

Staff costs	$	460,693
ACT Explore/Plan costs		1,307,700
CAT costs		582,650
Observation costs		2,805,900
VAM Analysis, $50,000/test for MEAP, MME, MIA, EPA, and CAT		250,000
Rostering/Data Hosting ($3/student)		225,000
External vendor to assist districts in incorporating existing common assessment non-tested grades & subjects:		250,000
Evaluation Write up		200,000
Analysis of Combined Metrics		100,000
Analysis of Observation Metrics		100,000
Observation tool Cost		100,975
Total Pilot Costs	**$**	**6,382,918**
ACT/Explore/Plan costs already incurred	$	(328,500)
Net Pilot Costs	**$**	**6,054,418**