Governor's Council on Educator Effectiveness
Outline of Work
December 2011

Background

The Governor's Council on Educator Effectiveness (GCEE) was established in the fall of 2011 as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). It aims to provide guidance to the governor and the legislature on principles for evaluation tools that measure K-12 student growth, teacher quality, and administrator effectiveness. The GCEE 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 GCEE. 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 GCEE without vote and is the designee of the Michigan Department of Education's superintendent of public instruction.

The work of the GCEE is situated within one of the most important social institutions in this country. Formal education touches the life of every citizen. It can be a crucial resource for individual growth and for the development of a democratic society. Certainly, formal education can open new vistas, create opportunity, and contribute to upward social mobility. It can create occasions for bridging differences and learning to collaborate with others. It can develop the values and skills that underlie participation in democracy and fuel a strong economy.

Despite these grand aspirations, the reality is different. Enormous challenges result from inequities associated with race and income, requirements for higher standards, huge resource gaps, layers of policy, and changing ideas about educational goals, learning, and schools—all situated in a fragmented political landscape. At the same time, visions of new modes of learning and ways to support it are creating possibilities and challenges for educators. Professionals must be prepared to work effectively with a student population that is increasingly diverse with respect to language and culture, and that brings new experiences and tools for learning. Although a growing number and array of resources are emerging to support teaching and learning, these resources will also place new demands if they are to be used productively. In short, a host of thorny problems—some new, some old and persistent—interfere with common societal hopes for education, and challenge common assumptions about its effects.

But there is hope: 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 a major remodeling of our system for recruiting, preparing, and supporting skillful teachers. Michigan needs a system that can ensure that teachers who serve in our classrooms have the requisite professional skills and know how to use them with the diversity of our schoolchildren.

The Governor's Council on Educator Effectiveness will work over the next two years to develop principles, guidelines, and tools that enable fair and valid evaluation of our state's educators and contribute in responsible ways to improving the quality of education in Michigan.

Charge

The GCEE is charged with an ambitious agenda—one that has tremendous significance for the educational opportunities and outcomes of our state's children. No later than April 30, 2012, GCEE will submit to the State Board of Education, the governor, and the legislature a report that identifies and recommends 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.

Resources

In order to fulfill the charge of the GCEE, resources—both financial and intellectual—will need to be marshaled. We estimate the need for an additional $165,000 in support in three primary categories: personnel, consultants, and travel and expenses.

Personnel: As required by the legislation, the governor's office has appointed a primary staff member to support the work of the GCEE. However, because of the short timeline and the scope of the charge, additional personnel are needed to collect, organize, and summarize resources for the council; create a publically accessible website of materials and resources on evaluation systems; and provide general administrative support. We estimate these cost to be $80,000.

Consultants: While the GCEE is comprised of experts on K-12 education and the assessment of student learning gains and teacher effectiveness, it remains imperative that additional expertise be consulted to ensure that the GCEE's recommendations are valid, fair, useful, and grounded in empirical evidence and research. The council has already identified the following five key experts to serve as consultants:

- **Edward Haertel**, Jacks Family Professor of Education and associate dean for faculty affairs at Stanford University. Haertel is an expert in educational testing and assessment. His research centers on policy uses of achievement test data; the measurement of school learning; statistical issues in testing and accountability systems; and the impact of testing on curriculum and instruction. He has been closely involved in the creation and maintenance of California's school accountability system, and has served on advisory committees for other states and for testing companies. In addition to technical issues in designing accountability systems and quantifying their precision, Haertel is concerned with validity arguments for high-stakes testing, the logic and implementation of standard-setting methods, and comparisons of trends on different tests and in different reporting metrics.

- **Brian Jacob**, Walter H. Annenberg Professor of Education Policy, professor of economics, and director of the Center on Local, State, and Urban Policy (CLOSUP) at the University of Michigan. He is also a research associate at the National Bureau of Economic Research and an executive committee member of the National Poverty Center. He has previously served as a policy analyst in the NYC Mayor's Office and taught middle school in East Harlem. Jacob's primary fields of interest are labor economics, program evaluation, and the economics of education. His current research focuses on urban school reform and teacher labor markets. In recent work, he has examined school choice, education accountability programs, housing vouchers, and teacher promotion policies.

- **Daniel F. McCaffrey**, PNC Chair in Policy Analysis and senior statistician at the RAND Corporation. He is a fellow of the American Statistical Association and is nationally recognized for his work on value-added modeling for estimating teacher performance. McCaffrey oversees RAND's efforts as part of the Gates Foundation's Measures of Effective Teaching study to develop and validate sophisticated metrics to assess and improve teacher performance. He is currently leading RAND's efforts on two additional studies comparing value-added measures to other measures of teaching, including classroom observations, and is a major partner in the National Center on Performance Incentives, which is conducting random control experiments to test the effects of using value-added to reward teachers with bonuses. He is co–principal investigator of a project funded by the Institute of Education Sciences (IES) that is developing alternative value-added models of teachers' effectiveness.

- **Brian Rowan**, Burke A. Hinsdale Collegiate Professor at the University of Michigan. Rowan's scholarly interests lie at the intersection of organization theory and school effectiveness research and he has written on education as an institution, on the nature of teachers' work, and on the effects of school organization, leadership, and instruction practice on student achievement. He formerly served as chair of the Department of Educational Administration at Michigan State University. Rowan's current work includes a large-scale longitudinal study of the design, implementation, and effectiveness of three of America's largest comprehensive school reform initiatives.

- **Suzanne Wilson**, University Distinguished Professor and 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. Wilson's work spans several domains, including teacher learning, teacher knowledge, and the connection between educational policy and teachers' practice. She has conducted research on history and mathematics teaching and has reviewed the literature on teacher professional development and teacher education. Her current work focuses on developing sound measures for tracking what teachers learn in teacher preparation, induction, and professional development programs.

In addition to these five, the GCEE will identify two additional experts on administrator evaluation and guidelines for teacher licensure. We estimate the costs for consultants to be $70,000.

Travel and expenses: The GCEE will need an additional $15,000 to cover travel and lodging costs for consultants and mileage and expenses for council members.

In-kind contributions: Members of the GCEE are donating their time, with the full consent of their employers, to the important work of the council. We estimate that there will be 15 full days of work—eight for meetings and travel, two for meeting preparation and review of materials, and five for writing and editing the report—for each member of the council, with an additional 10 days of work for the chair. The University of Michigan will also donate staff time to support the efforts of the chair. These in-kind contributions total approximately $90,000 in salary costs.

Governor's Council on Educator Effectiveness
Work Plan

Date	Time	Location	Topic	Consultants
Wednesday, December 7, 2011	2:00 – 5:00 p.m.	Lansing	Introductions and goal setting Listening session with stakeholder testimony	
Wednesday, January 11, 2012	2:00 – 5:00 p.m.	Ann Arbor	Begin work on approach to assessing instruction as part of the system (including what to assess, methods of analysis/models, and possible tools)	Brian Jacob Brian Rowan Suzanne Wilson
Wednesday, January 18, 2012	2:00 – 5:00 p.m.	Ann Arbor	Continue work on approach to assessing instruction as part of the system (including what to assess, methods of analysis/models, and possible tools)	Brian Jacob Brian Rowan Suzanne Wilson
Wednesday, February 8, 2012	2:00 – 5:00 p.m.	Ann Arbor	FINALIZE: Tentative recommendations for approach to assessing instruction as part of the system	Brian Jacob Brian Rowan Suzanne Wilson
Monday, February 13, 2012	2:00 – 5:00 p.m.	Ann Arbor	Discuss principles for the use of teacher evaluations, including appropriate decisions to be made based on evaluation information	Brian Jacob Brian Rowan Suzanne Wilson
Thursday, February 16, 2012	9:00 a.m. – 12:00 p.m.	Ann Arbor	Begin work on approach to using student growth and assessment tools as part of the system (including methods of analysis/models and possible tools)	Edward Haertel Daniel McCaffrey
Tuesday, February 21, 2012	2:00 – 5:00 p.m.	Ann Arbor	Continue work on approach to using student growth and assessment tools as part of the system. Address the use of MEAP and the impact of the Common Core State Standards.	Edward Haertel Daniel McCaffrey
Monday, February 27, 2012	9:00 a.m. – 12:00 p.m.	Grand Rapids	FINALIZE: Tentative recommendations for approach to using student growth and assessment tools as part of the system	Edward Haertel Daniel McCaffrey
Thursday, March 1, 2012	9:00 a.m. – 12:00 p.m.	Lansing	Begin work on approach to assessing administrators as part of the system (including what to assess, methods of analysis/models, and possible tools)	Brian Rowan TBD
Wednesday, March 7, 2012	2:00 – 5:00 p.m.	Ann Arbor	FINALIZE: Tentative recommendations for approach to assessing administrators as part of the system	Brian Rowan TBD
Friday, March 16, 2012	2:00 – 5:00 p.m.	Ann Arbor	Discuss effectiveness rating categories for teachers and school administrators. Examine licensure requirements.	TBD
Wednesday, March 28, 2012	10:00 a.m. – 1:00 p.m.	Ann Arbor	Determine a process for evaluating and approving local evaluation tools for teachers and school administrators. Draft outline of report.	TBD
Monday, April 2, 2012	12:00 – 4:00 p.m.	Grand Rapids	Work on report	
Thursday, April 12, 2012	8:00 – 11:00 a.m.	Ann Arbor	Work on report	
Thursday, April 19, 2012	1:00 – 4:00 p.m.	Ann Arbor	Finalize report	