

Measures of Student Learning (MOSL) – Principal and School Committee Overview

June 2013

Objectives

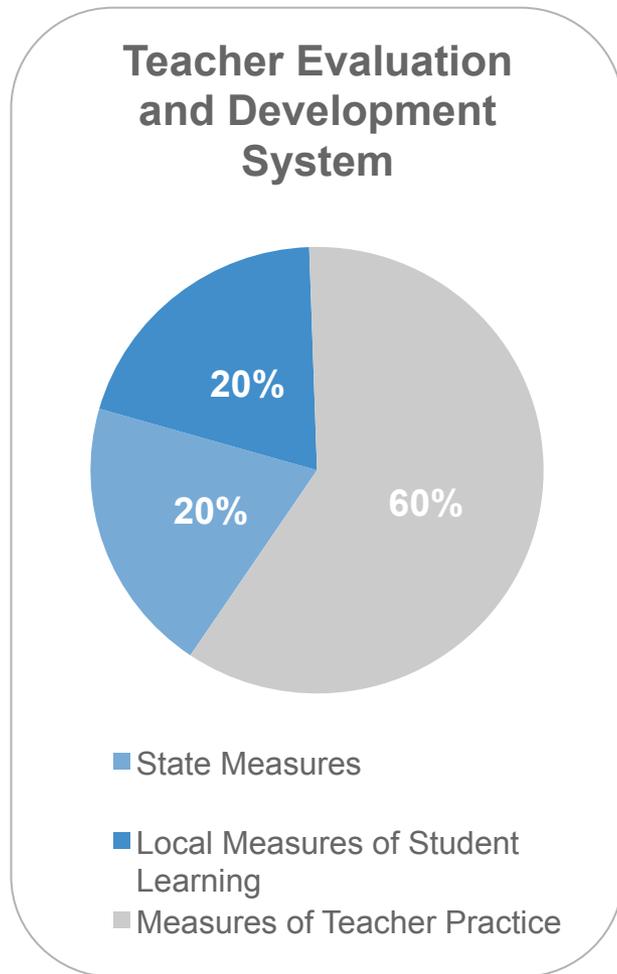
Principals and school committees will be able to:

- Describe State and Local Measures of student learning and how they fit in the new teacher evaluation and development system
- Begin to make decisions about assessments to be used for measures of student learning
- Begin to make decisions about growth measurements to be used for measures of student learning



This webinar is not designed to cover everything you need to know. It is designed to accompany the *Measures of Student Learning Guide*—more resources and training will follow.

Measures of Student Learning comprise 40% of a teacher's overall rating



- Every teacher will have two different Measures of Student Learning
 - State Measure (20%)
 - Local Measure (20%)
- The State Measure is pre-determined, with a few principal-selected exceptions
- A school committee is responsible for choosing the **Local Measure**

Guiding Principles of the New System & Local Measures

1. **Instructionally valuable:** Supports educators in making instructional decisions.
2. **Supports development:** Helps educators improve their practice.
3. **School-level Autonomy:** Creates options to support school-level autonomy where possible.
4. **Reliable and Valid:** Provides consistent and accurate measures of educator effectiveness.
5. **Fair:** Does not disadvantage educators based on population of students served.
6. **Transparent:** Clear/understandable to educators.
7. **Feasible:** Can be implemented without undue burden.



These guiding principles are designed to support a common vision:
Ensure all students graduate college and career ready.

School Local Measures Committee

Principal selects 4 members

UFT chapter leader selects 4 members



Committee uses six-step process to make recommendations for local measures

Principal may accept committee recommendation or opt for default measure

- All members must be school-based. The principal and chapter leader may be included as members of the committee. Generally, the principal and chapter leader are encouraged to participate in the committee.
- Principal must make final decision by September 9.
- Default measure: school-wide measure of student growth for all.

Arriving at Recommendations

Six-Step Process (Estimated time: one hour per step)

- 1 Discuss important **introductory information**.

- 2 Review **assessment options**.

- 3 Finalize **assessment selection**.

- 4 Review **growth measurements**.

- 5 Finalize **growth measurements**.

- 6 Present **recommended approach** to principal.

Resources and Training

The following resources will assist you throughout the decision-making process:

- **Measures of Student Learning Guide:** You can find more information on assessment and measurement options, as well as sample selections in the guide, on same page as this webinar, at learndoe.com/dhr.
- **Interactive Selection Tool:** The DOE will release a tool to select assessments and measurements later this summer.
- **Measures of Student Learning Specialists:** Experts to help networks implement in the fall.

Additional training opportunities:

- Selected committee members are encouraged to attend school team training on the new teacher evaluation and development system in July/August.

Step 1: Discuss Introductory Information



Key Outcome: Common understanding of the charge of the committee and principal.

Key Questions/Steps:

- **Discuss:** What are we being asked to do? What is pre-determined vs. where do we have choice?
- **Research:** Relationship between state and local measures
- **Identify:** School priorities and assessment culture

Corresponding Resources:

- Measures of Student Learning Guide: Step 1
- More information during July/August school team training

Committee Charge

Committees will decide on Local Measures of Student Learning for teachers in their school.

This includes:

- 1) Choosing an assessment and target population. For example,
 - **4th Grade:** *NYC Science Performance Assessment (Individual Classroom Performance)*
 - **6th Grade:** *State ELA and Math Assessments (Grade-level Performance)*
 - **US History:** *State Regents Social Studies (School-wide Performance)*
- 2) Choosing a growth measurement for each assessment.
 - Goal-setting
 - Growth Model



Principal Charge

Principals play a role in decisions about both types of Measures of Student Learning.

This includes:

- 1) **State Measures:** Selecting assessments, target groups, and growth measurements for teachers without state pre-determined selections.
- 2) **Local Measures:** Reviewing the committee recommendation and either approving it or choosing the default option (school-wide growth measures).



State and Local Measures

Decisions surrounding measures go hand-in-hand. Where the principal chooses the State Measure, he or she works with the committee to determine the best combination of State and Local.

Example:

- Principal reinforces a focus on school-wide learning by selecting a school-wide measure on a state test for a given group of teachers' State Measure.
- Committee then decides to base Local Measure on individual teacher performance on a 3rd party assessment (where possible), for differentiation.



Step 2: Review Assessment Options



Key Outcome: Identify options for the local measure in each grade and subject at your school.

Key Questions/Steps:

- **Discuss:** Which assessments are currently used at our school? What are the implications of using new vs. existing assessments?
- **Research:** Assessment options for local measure
- **Identify:** Pros and cons of each assessment option

Corresponding Resources:

- Measures of Student Learning Guide: Step 2
- More information during July/August school team training

Local Measure Assessment Options

	Assessment Type	Examples (K-12)
	State Tests	4-8 Math and ELA State Regents
	3 rd Party Assessments	Scantron
	NYC Performance Assessments <i>(developed by NYC teachers)</i>	New! <i>(for release this year)</i>

* All assessments developed in conjunction with assessment experts.

Many assessments above can be used to calculate growth for an individual teacher's classroom, a grade level, or the whole school. Where options are available, committees will also select a target population.

See Measures of Student Learning Guide for specific assessment options.

Assessment Options: State Tests



State Tests: Measure the performance of a given teacher's students on State tests.

Considerations:

- Can be used as a school-wide measure by most teachers in a school where a state test is administered
- If same state test is also used for State Measure, Local Measure will focus on lowest performing third of students
- No new assessments or workflow needed

Assessment Options: 3rd Party Assessments



3rd Party Assessments: Tests created by assessment vendors. Assessment format varies (multiple choice, performance based, etc.). Some of these assessments are closer to performance tasks than standardized, multiple choice assessments.

Considerations:

- Option only for teachers with state-approved assessments (final approved list released by August 1)
- Include both pre- and post-tests
- Additional administration procedures needed
- Teachers (per State law) cannot score their own post-tests

Assessment Options: NYC Performance Assessments

NYC

NYC Performance Assessments: Authentic tasks (e.g., evidence based essays), scored against a common rubric. Created by DOE and NYC teachers to be used as Measures of Student Learning in teacher evaluation.

Considerations:

- Not available for all grades and subjects
- Include both pre- and post-tests
- Require additional time for training, scoring, and recording results
- Teachers (per State law) cannot score their own post-tests

Step 3: Finalize Assessment Selection



Key Outcome: Select assessments and the appropriate target group.

Key Questions/Steps:

- **Discuss:** Do we want to use new or existing assessments? Focus on individual, grade, or school-wide accountability?
- **Research:** Review State measure assessments and target groups (State and Local cannot be the same)
- **Identify:** Local measure assessments and target groups

Corresponding Resources:

- Measures of Student Learning Guide: Step 3
- Interactive selection tool (released later this summer)

Step 4: Review Growth Measurements



Key Outcome: Understand the difference between goal-setting and growth model and identify preference.

Key Questions/Steps:

- **Discuss:** What are the benefits and challenges of goal-setting vs. growth models? Which best aligns with our vision of assessments?
- **Identify:** Pros, cons, and preferences of each measurement

Corresponding Resources:

- Measures of Student Learning Guide: Step 4
- More information during July/August school team training

Growth Measurement Options



Goal-Setting: Teachers and principals set targets for how students will perform on assessments, based on DOE provided targets. Principals approve targets.



Growth Models: DOE calculates student targets, results, and teachers' scores. Results are shared after assessments have been administered so student growth can be compared to similar students' performance on assessments.

Measurement Options: Goal-Setting



Goal-Setting: Teachers and principals set targets for how students will perform on assessments, based on DOE provided targets. Principals approve targets.

Considerations:

- Requires schools to allocate additional time and resources for setting targets and recording results in centralized data system
- May be particularly valuable for teachers/ schools with unique student populations or high mobility
- Will be more challenging in grades and subjects with new or changing assessments

Measurement Options: Goal-Setting



- 1** Administer baseline assessments (only sometimes necessary).
- 2** DOE sends teachers and schools predicted student targets that describe how individual students are predicted to perform on assessments.
- 3** Teachers review DOE predicted targets. Teachers may choose to adjust these targets based on additional information about their students. Teachers submit student targets to principals.
- 4** Principals approve or adjust student targets. Principals and teachers report finalized student targets.

Measurement Options: Growth Models



Growth Models: DOE calculates student targets, results, and teachers' scores. Results are shared after assessments have been administered so student growth can be compared to similar students' performance on assessments.

Considerations:

- Do not introduce new workflow in schools
- Enable schools to compare student and teacher performance to similar students
- Give teachers credit for exceeding predicted growth (goal-setting measures if they achieved average growth)
- Results are not available until after assessments have been administered (i.e., the following spring/summer)

Step 5: Finalize Growth Measurements



Key Outcome: Select growth measurements to go with each assessment chosen in Step 3.

Key Questions/Steps:

- **Discuss:** With what assessments / in what scenarios does it make sense to use goal-setting vs. growth models?
- **Research:** Review growth measurements for state measure assessments (state and local cannot be the same)
- **Identify:** Growth measurements for each assessment selected

Corresponding Resources:

- Measures of Student Learning Guide: Step 5
- Interactive selection tool (released later this summer)

Step 6: Present Approach



Key Outcome: Present recommendation for local measure assessments and growth measurements to the principal.

Key Questions/Steps:

- **Discuss:** How will we communicate the final recommendation to the principal, and final decision to other teachers? What is the most helpful explanation for our choices?
- **Finalize:** Chart of assessments and measurements by grade
- **Identify:** Methods and materials for communication

Corresponding Resources:

- Measures of Student Learning Guide: Step 6

Next Steps

Following this webinar:

- **Select Committee:** If principal and UFT chapter leader have not yet identified committee members, this should be done ASAP.
- **Review Resources:** Review the *Measures of Student Learning Guide* to better understand the six-step process.
- **Schedule Meetings:** Schedule time for your committee to meet over the course of the summer to make decisions.
- **Plan for Training:** Principals and four other attendees (one or more committee members recommended) should plan to attend school team training in July/August.

Timeline

June	July/August	September
<ul style="list-style-type: none">• By June 18 – School committees selected• By end of school: Committees hold (at least) their first meeting and plan out work for the rest of summer	<ul style="list-style-type: none">• School teams (principal, one AP, 2-3 teachers including UFT chapter leader) attend training provided by DOE focused on evaluation and development system• DOE releases interactive tool to make assessment selections• By Aug. 1 – Assessment options are finalized and released	<ul style="list-style-type: none">• The school committee submits Local Measure recommendation to principal• By Sept. 9 – Principal reviews committee’s recommendation and accepts it or chooses default option, submits final Local Measure decisions to DOE using interactive tool

*Questions? Please contact our help desk:
evaluationsupport@schools.nyc.gov.*