

## Breakout Session 1

**Collaboration, Evaluation, Adaptation for All**—Delta-Schoolcraft ISD has developed an evaluation rubric in collaboration with its local districts that may be used as a consistent tool for the teacher effectiveness evaluation process. Local districts have been able to make minor adjustments in the rubric that focus on individual district goals, and district needs. The teachers are responsible for showing student growth using various local assessments, state assessments, and other sources available in the district data warehouse. During this session we will discuss the collaboration of all of the districts, how each individual district adapts the tool to fit the needs of a small district to a large district, how they are using it to identify student needs and work toward increasing student growth, and how the ISD uses data to develop professional learning to assist the teachers and administrators with this process.

**Presenters:** Mike Koster, Superintendent; Victor Bugni, Supervisor of Curriculum and Instruction; Tammy Hereau, Data Analyst; Mary Brayak, Superintendent of Mid Peninsula Schools; Doug Leisenring, Principal of Escanaba High School

**Using ACT Explore and Plan to Promote and Measure Student Growth\***—In this session, we will describe how our research project used the ACT Explore and Plan Assessments to measure student growth for students in grades 9 and 10. We will explain how data collection and analysis occurred to help determine the use of targeted instructional strategies, that when implemented, had a positive impact on student achievement. We believe this model provides systemic support and constant formative practices that allows educators to modify and adjust their instructional practices to positively impact student achievement.

**Presenters:** Lena Nemeth, Assessment Consultant, Wayne RESA; Cheryl Yocum, ELA Consultant, Wayne RESA; Ellen Vorenkamp, Ed.D, Assessment Consultant, Wayne RESA

\*Repeated during Breakout Session 3

**A Multiple Measure Approach: Rudyard Area Schools**—Rudyard Area Schools started with a goal to develop a useful Teacher Evaluation program that would include all necessary information to define and support teacher and student growth. Through self-assessment, informal observations, and reflection, professional educators can identify needs, develop plans, and implement strategies for improvement where needed. Our program was revised in the Fall of 2011 to comply with recent State mandates. Department and grade level data points have been defined and selected by teacher teams and will be a part of this presentation.

**Presenters:** Kathy Trembl, 5th grade teacher; Mary Anne Otten, 2nd grade teacher; Thomas McKee, Middle School Science; Randy Kaminski, High School Science; Anthony Habra, Superintendent

**Evaluation of Special Education Teachers: Center-based program perspective\***—This session will discuss how the evaluation tool was developed, the framework and rubric associated with the rating scale, and how multiple measures are used to provide an overall rating. Participants will leave with tools for observing student engagement and measuring student's daily progress. This system could benefit others' understanding of evaluating special education teacher's dynamic efforts and duties as it pertains to students with special needs in a center-based program. There will also be a question/answer session so that participants can ask questions relevant to the process of integrating student growth.

**Presenter:** Marc Wills, C.O.O.R. ISD

\*Repeated again during Breakout Session 2

**Teacher Evaluation and a Robust Data System\***—The constituent districts of the Eastern Upper Peninsula Intermediate School District (EUPISD) have been working collaboratively for several years on an integrated Curriculum, Instruction and Assessment cycle to best support meaningful school improvement. We have developed an on line, regional curriculum, local, common assessments and a robust data system. The region has once again come together to work on a regional

teacher evaluation system that is consistent with ongoing efforts in the local districts and well supported by data and technology.

**Presenters:** Michelle Ribant, Director of General Education, EUPISD; Amy Scott, Superintendent, Les Cheneaux Community Schools; Kevin St. Onge, High School Science Teacher, Les Cheneaux Community Schools

\*Repeated again during Breakout Session 3

**One District’s Journey: Implementing a Thoughtful Evaluation Process that Enhances Teacher Effectiveness and Promotes Student Learning**—School administrators in Michigan and across the country are confronted with two major educational mandates: In addition to a national focus on Common Core State Standards, administrators must also contend with state laws and local policies that have increased their responsibility for evaluating teachers, making decisions about staffing and tenure, and demonstrating student growth. Is there an easy way to bring these mandates together, to build a system that focuses on teacher effectiveness while building the higher-order thinking skills demanded by the Common Core to increase student growth?

In this presentation, you will join Cindy Weber, Superintendent of Durand Area Schools, and Dawn Zimmer, President of Zimco Inc., as they recount the journey Durand has been on for the past 15 months. Durand has been working with Dr. Harvey Silver, of Silver Strong & Associates to train teachers in research-based strategies for engaging students and raising achievement. Using these strategies you will learn how this district developed and implemented the Thoughtful Classroom Teacher Effectiveness Framework, a practical framework for evaluating the effectiveness of classroom practice and is putting it to technology to automate the professional practice component of staff evaluations. This framework is aligned with the Common Core State Standards and based on the input of over 200 teachers and administrators. Discover how this framework has transformed Durand.

**Presenters:** Cindy Weber, Superintendent, Durand Area Schools; Dawn Zimmer, President, Zimco, Inc.

**A Tool for Interpreting State Assessment PLC Data\***—In this session, you will learn one method for using Performance Level Change data from the Teacher-Student Data Link for reading and mathematics in grades 4-8 on MEAP and MI-Access Functional Independence. See how the Weighted PLC Tool could assist you in meeting a portion of the “student growth” component of educator evaluations.

**Presenter:** Carla Howe Olivares, Bureau of Assessment and Accountability

\*Repeated during Breakout Session 2

#### **A Lunch Panel Presentation**

**Food for Thought: Making Growth Work Within an Evaluation System** Panelists will discuss the use of growth in evaluations, how locally-developed assessment data can be used, and how to automate the data collection for evaluation systems.

**Lunch panelists:** James Gullen, Evaluation and Assessment Consultant, Oakland Schools, Research; Christine Beardsley, Superintendent, Eaton ISD; Michelle Ribant, Director of General Education, Eastern Upper Peninsula ISD

## **Double Sessions**

### **During Breakout Sessions 2 & 3**

#### **Balancing Leadership through Standards of Achievement Linked to Evaluation (S.A.L.E.)**

**DOUBLE SESSION**—In this new era of yearly evaluations for every teacher, participants will leave with a method of protocol questioning aligned to the five teaching domains of professional competency. Participants will have the ability to give timely, learner specific feedback. Using a new framework called S.A.L.E., principals will now have a time saving and user friendly tool to construct reflective questions to engage in instructional dialogue derived from focus driven classroom walkthroughs. The S.A.L.E. process will also assist principals in systematically gathering artifacts that demonstrate growth or proficiency level in the five teaching domains of Charlotte Danielson. Finally, the S.A.L.E. process, in combination with the SMARTEval software, will help principals to complete summative evaluations in less than thirty minutes.

#### Benefits of the S.A.L.E. Approach

- Focused classroom walkthrough
- Growth Oriented
- Flexible
- Time Saving
- Easy to do with maximum instructional impact

**Presenters:** Trent Mosley, principal of Arthur Eddy Academy Prek-8; Lisa Tran, principal of Kempton Elementary

**The InFormed Data Results Rubric – DOUBLE SESSION**—Teams from Oscoda Area Schools and K-12 Evaluation Solutions, a division of Zimco, Inc. will talk about their educator evaluation tool, which is in its second year. This discussion will include the professional practice components as well as the student growth component to the evaluation tool. The two have combined STAGES (Supportive Tool for Assessing Growth in Education Systems) automated rubric and the InFORMED Data Results Rubric.

This presentation will give attendees insight into how multiple measures are factored into the single outcome (highly effective, effective, minimally effective or ineffective). The group will also share challenges that must be considered with each data component when designing this type of evaluation instrument. An explanation of how student data can be tied to all educators, as well as special education and non-core content educators, from Preschool through High School.

The automated version of STAGES and InFORMED will be demonstrated. Districts that opt to use the InFORMED Rubric will be able to customize the tool and determine which assessments they want to include for their district. Each district will be able to assign their own values to the evaluation components and the InFORMED Rubric program will extract student assessment data.

**Presenters:** Dawn Zimmer, President K-12 Evaluation Solutions, a division of Zimco, Inc.; Fay Nickel, Manager K-12 Evaluation Solutions; Jane Negro, Educational Consultant K-12 Evaluation Solutions; Scott Moore, Superintendent Oscoda Area Schools; Charlie Negro, Principal Oscoda High School; Tim Lee, Science Teacher Oscoda High School

## Breakout Session 2

**Measurement Issues Inherent in Educator Evaluation**—Educational leaders who will develop systems to implement Michigan’s new educator evaluation law have a professional responsibility to understand measurement issues that impact the valid use of data for that purpose. Michigan’s new system calls for “significant” use of data and “growth” measures. This is data use mandated in unprecedented ways. Thoughtful consideration of appropriate measurement issues is essential in the development of educator evaluation systems. A number of issues related to using data for educator evaluation will be presented. A number of possible evaluation elements will be presented and their strengths and challenges will be discussed. These elements will focus primarily on various data types. Use of state and local assessment data will be discussed. Additional types of data that might be useful in educator evaluation will also be presented.

**Presenter:** Jim Gullen, Oakland Schools

**Evaluation of Special Education Teachers: Center-based program perspective\***—This session will discuss how the evaluation tool was developed, the framework and rubric associated with the rating scale, and how multiple measures are used to provide an overall rating. Participants will leave with tools for observing student engagement and measuring student’s daily progress. This system could benefit others’ understanding of evaluating special education teacher’s dynamic efforts and duties as it pertains to students with special needs in a center-based program. There will also be a question/answer session so that participants can ask questions relevant to the process of integrating student growth.

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**Innovative Ways to Use Data and Technology to Improve Teacher Effectiveness**—As more high-stakes decisions are made based upon student-teacher data, the data must be accurate to support meaningful change in schools. Without reliable data and quality data systems, educators, policymakers and others risk making incorrect assumptions about instructional practices, teacher effectiveness, and student performance, and therefore, damaging the credibility of reform efforts.

However, a major challenge and barrier to success for many states and districts is collecting data that accurately capture the complex variables that describe the relationships between teachers and students. In this session, representatives from education software company, Netchemia, and Battelle for Kids, a not-for-profit organization committed to transformational change in education, will discuss the importance of engaging teachers in roster verification, as well as detail several innovative technology tools designed to help education leaders better measure educator impact on student growth, improve performance evaluations, ensure greater consistency in hiring and career ladder decisions, and streamline strategic compensation systems.

**Presenters:** TJ Chandler, Regional Director of Operations, Netchemia, LLC; John Hussey, Chief Strategy Officer, Battelle for Kids; Tom Fry, Director of Curriculum and Instruction, Granville Exempted Village Schools, OH

**A Tool for Interpreting State Assessment PLC Data\***—In this session, you will learn one method for using Performance Level Change data from the Teacher-Student Data Link for reading and mathematics in grades 4-8 on MEAP and MI-Access Functional Independence. See how the Weighted PLC Tool could assist you in meeting a portion of the “student growth” component of educator evaluations.

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**Benton Harbor Area Schools: Building a Solid System of Evaluation**—This presentation will focus on the structure of BHAS evaluation process and will emphasize its focus on learning, not input. The process by which a shared understanding and inter-rater reliability was established as part of the system will be explained along with how the district 'joined the dots'—the unification of district systems of accountability and improvement. Additionally, how the district built upon the concept of 'challenge and support' at all levels across the district will be discussed.

**Presenters:** Dr. Leonard Seawood, Superintendent, Benton Harbor Area Schools; Peter Lewis, Principal Consultant, Cambridge Education LLC; Ms. Rebecca Fudge, Title 1 Director Benton Harbor Area Schools; Ms. Patricia Robinson, Principal, Early Years buildings, Benton Harbor Area Schools

#### **How consistent are teacher effectiveness rankings, across years, based on MEAP results?**

Current Michigan law requires the inclusion of student assessment results in the evaluation of teachers. This session will look at the consistency of MEAP-based teacher effectiveness rankings across two years - Fall 2007 to Fall 2008 and Fall 2008 to Fall 2009.

**Presenter:** David Treder, Genesee ISD

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**Everyone at the Table: Engaging Teachers in Evaluation Reform**—Involving teachers early on in the process of reforming teacher evaluation is critical. In this session, researchers from the American Institutes for Research (AIR) will share a new, free, resource that is intended to assist those leading local teacher evaluation reforms in bringing everyone to the table in constructive dialogue around this important topic. The resource includes discussion starter videos, moderator's guides, powerpoint slides, and tools and templates that participants can bring back to their districts to promote the widespread engagement of teachers in developing these policies that centrally affect them.

**Presenters:** Researchers from the American Institutes for Research (AIR)