



STATE OF MICHIGAN
STATE BOARD OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

**State Board of Education Statement on
Report of the Michigan Council for Educator Effectiveness**

The State Board of Education (SBE) commends the Michigan Council for Educator Effectiveness (MCEE) for a very comprehensive, thorough, thoughtful and professional report. It emphasizes that effective evaluations strengthen and improve teacher and administrative practices to improve student learning. Evaluations should not be used for punitive reasons. The SBE supports these goals.

The report calls for systemic change for schools. For these goals to be reached, training of those charged with performing evaluations is absolutely essential. This "professional learning" would be given to administrators, principals, peer evaluators and teachers. The SBE strongly supports this requirement.

In order to implement the MCEE's recommendations, additional state resources are required. The SBE recognizes that the need for sustainable state funding and integration overseen by the Michigan Department of Education are essential for effective implementation of the evaluation process and supports the recommendation.

In order to make the MCEE recommendations effective, the SBE recognizes the need to incorporate the value of evaluation in the preparation programs for teachers and administrators. Colleges of Education should include the evaluation process in the education of prospective teachers and administrators. The SBE also encourages school administrators working collaboratively with local school boards, teachers, and their elected representatives in deciding which evaluation to use; implementing it effectively and fairly; and providing peer review in the evaluation process.

The SBE endorses the MCEE recommendations. As the report is so comprehensive and lays out methods for local district implementation, professional development, processes for securing vendors, etc., it is imperative that it be implemented in its entirety. To select only portions to implement would negatively affect the evaluation process.

The State Board of Education joins the Michigan Council for Educator Effectiveness in recognizing the complexity of effective educator evaluation, and supports adoption of the report's recommendations in its entirety.

Approved September 10, 2013

STATE BOARD OF EDUCATION

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324



July 2013
**Building an
Improvement-Focused
System of Educator
Evaluation in Michigan:
Final Recommendations**

MCEE Michigan Council for Educator Effectiveness

Michigan Department of Education

Unpacking the MCEE Recommendations

Presentation to the Michigan House Education Committee
October 9, 2013

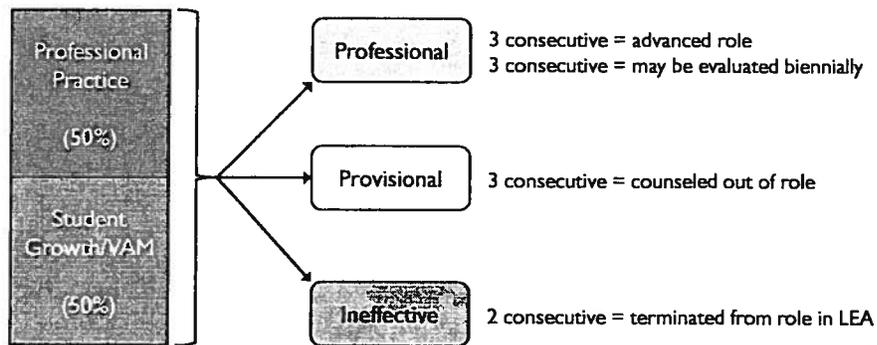
MCEE Vision

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 goals of this system are to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning.

Big Ideas

- ▶ **Timeline**
 - ▶ 2013-14 school year
 - ▶ Legislation and RFP/contract development
 - ▶ 2014-15 school year
 - ▶ Systems, guidelines, and training development
 - ▶ 2015-16 school year
 - ▶ Implementation of the new statewide system
- ▶ **Continue existing local systems until 2015-16**
- ▶ **Emphasis on feedback and improvement**
 - ▶ Training is key
 - ▶ Results protected from disclosure

Teacher Evaluation



Teacher Evaluation

Professional Practice (50%)
Student Growth/VAM (50%)

Classroom Observations (40-50%)
Other Data (0-10%)

- State to issue RFP for an observation system. May be bid on by the four vendor systems that were piloted.
- State to award a contract to only one vendor, and pay for training and system use on behalf of districts.

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Teacher Evaluation

Professional Practice (50%)
Student Growth/VAM (50%)

Classroom Observations (40-50%)
Other Data (0-10%)

For example:

- Student surveys
- Parent surveys
- Portfolios
- Other...

6 *Unpacking the MCEE Recommendations*

Teacher Evaluation

Professional Practice (50%)
Student Growth/VAM (50%)

VAM from required state assessments (either 0% or 25-50%)
VAM from optional state assessments (either 0% or 0-50%)
Building VAM from required state assessments (0-5%)
Other measures of student growth (0-50%)

- Required to be at least 25% for teachers responsible for student growth in grades and subjects where growth data are available from mandated state assessments.
- Can be up to 50% for teachers for whom it is applicable.
- Not applicable (0%) for teachers not responsible for student growth in grades and subjects where growth data are available from mandated state assessments.
- State to issue RFP for VAM services, provide VAM measures back to districts.

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Unpacking the MCEE Recommendations

Teacher Evaluation

Professional Practice (50%)
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VAM from required state assessments (either 0% or 25-50%)
VAM from optional state assessments (either 0% or 0-50%)
Building VAM from required state assessments (0-5%)
Other measures of student growth (0-50%)

- Applicable for teachers teaching in core subjects (ELA, math, science, social studies) and grades where the district adopts optional state-provided assessments.
- May comprise between 0% and 50% of the evaluation for teachers to whom it is applicable
- Included in RFP for VAM services, State to provide VAM measures back to districts.

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Unpacking the MCEE Recommendations

Teacher Evaluation

Professional Practice (50%)
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Building VAM from required state assessments (0-5%)
Other measures of student growth (0-50%)

- VAM scores can be provided for individual teachers or for buildings as a whole.
- Allowing for building VAM scores to be applied to an individual teacher's overall evaluation encourages teamwork.
- Limited to a small percentage to assure that a strong majority of student growth contributing to an individual teacher's evaluation comes directly from that teacher's students.

Teacher Evaluation

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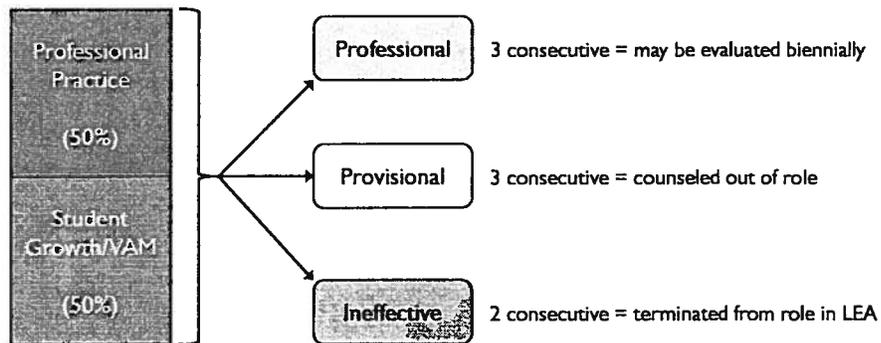
- May include any of the following:
- Non-VAM measures of student growth from state-provided assessments.
 - VAM/non-VAM measures of student growth from district-purchased (vendor-provided) assessments.
 - Measures of student growth from locally-developed (ISD/District) assessments.
 - Locally developed Student Learning Objectives (SLOs)
- May as a set comprise 0-50% of an overall evaluation

Teacher Evaluation

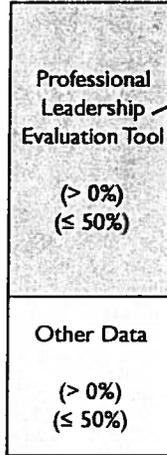
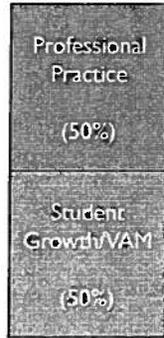
Example 50/50 combination of professional practice and student growth to create an overall rating

		Professional Practice		
		Professional	Provisional	Ineffective
Student growth	Meets expectations	Professional	Professional	Provisional
	Does not fully meet expectations	Professional	Provisional	Ineffective
	Below expectations	Provisional	Ineffective	Ineffective

Administrator Evaluation

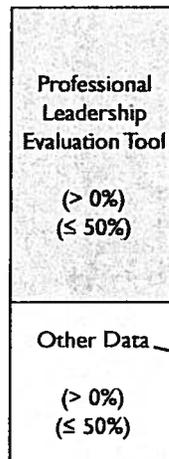
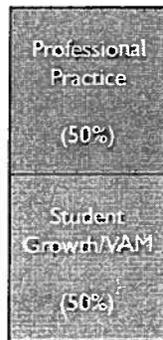


Administrator Evaluation



- State to issue RFP for a professional leadership evaluation tool system. May be bid on by the two vendors listed in the report.
- State to award a contract to only one vendor, and pay for training and system use on behalf of districts.

Administrator Evaluation



- Must include:
- Proficiency in conducting evaluations
 - Progress made on school improvement plan
 - Attendance rates
 - Student, parent, and teacher feedback

- May include:
- Professional contributions
 - Peer input
 - Training/professional development
 - Other...

Administrator Evaluation

Professional Practice (50%)
Student Growth/VAM (50%)

VAM from required state assessments (generally 25-50%)
VAM from optional state assessments (generally 0-25%)
Other measures of student growth (generally 0-25%)

- Required to be at least 25% for administrators *responsible* for student growth in grades and subjects where growth data are available from mandated state assessments.
- Can be up to 50% for administrators for whom it is applicable.
- State to issue RFP for VAM services, provide VAM measures back to districts.

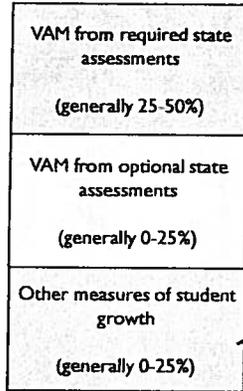
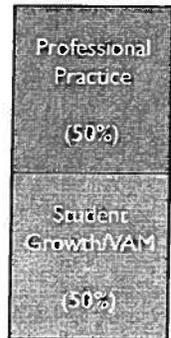
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- Applicable for administrators teaching in core subjects (ELA, math, science, social studies) and grades where the district adopts optional state-provided assessments.
- May generally comprise between 0% and 25% of the evaluation for administrators.
- Included in RFP for VAM services, State to provide VAM measures back to districts.

Administrator Evaluation



May include any of the following:

- Non-VAM measures of student growth from state-provided assessments.
- VAM/non-VAM measures of student growth from district-purchased (vendor-provided) assessments.
- Measures of student growth from locally-developed (ISD/District) assessments.
- Locally developed Student Learning Objectives (SLOs)
- Graduation rate metrics
- Pass/fail rates

As a set generally may comprise 0-25% of an overall evaluation

Administrator Evaluation

Example 50/50 combination of professional practice and student growth to create an overall rating

		Professional Practice		
		Professional	Provisional	Ineffective
Student growth	Meets expectations	Professional	Professional	Provisional
	Does not fully meet expectations	Professional	Provisional	Ineffective
	Below expectations	Provisional	Ineffective	Ineffective

Moving from Provisional to Professional Teacher Certification

- ▶ Teachers wishing to move from a provisional to professional certificate must receive a professional rating for three successive years immediately prior to applying for a professional certificate, with the following exception:
 - ▶ Teachers may receive a professional certificate without three consecutive professional ratings if they meet both of the following criteria:
 - ▶ Receive three non-consecutive professional ratings
 - ▶ Receive their principal's recommendation for advancement to the professional certificate
- ▶ Teachers not meeting the requirements for advancement to a professional certificate may continue to renew their provisional certificates

Waivers

- ▶ LEAs requesting a waiver must demonstrate that their processes and systems have the same level of quality and rigor as those adopted in LEAs following the state requirements.
- ▶ If an LEA submits an adapted form of a commercial evaluation system, the LEA must demonstrate how the adaptations do not threaten the validity of the inferences based on use of the instrument.
- ▶ If an LEA is using an evaluation system that does not have available documentation about its validity and reliability, the LEA must submit a plan for how it will gather relevant data on the system's technical soundness.

ESEA Flexibility & Educator Evaluations

- ▶ Michigan is in year two of a flexibility waiver with USED
 - ▶ The waiver removes some requirements of No Child Left Behind.
 - ▶ Our waiver is conditional based upon oversight of educator evaluation.
 - ▶ Waiver section 3.B: Ensure LEAs implement teacher and principal evaluation and support systems.
 - ▶ MDE as the State Education Entity was required to provide the process for ensuring that each LEA develops, adopts, pilots, and implements.

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Unpacking the MCEE Recommendations

Ideal timeline of next steps

- ▶ 2013-14
 - ▶ Legislative action
 - ▶ Digesting legislative requirements
 - ▶ Issuing requests for proposals
 - ▶ Evaluating proposals and bids
 - ▶ Awarding contracts
- ▶ 2014-15
 - ▶ Requirements gathering
 - ▶ Building/modifying systems
 - ▶ Designing training
 - ▶ Developing guidelines
- ▶ 2015-16
 - ▶ Implementation

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Unpacking the MCEE Recommendations

