



## Georgia Group Notes January 24, 2012

### Approach to Measuring Teacher Practices

#### *Summary of state approach:*

- Use state developed performance standards
- Rubric-based evaluation system
- Standards are in 5 major areas: planning, instructional delivery, assessment of and for learning, learning environment, professionalism and communication
- One of multiple measures used to generate Teacher Effectiveness Measure

#### *Features to consider for New Hampshire*

- Use of student survey as part of evaluation system
- Importance of training
- Levelized assessments
- Performance assessed against standards and use of rubrics to evaluate performance

#### *Features to avoid*

- Concern expressed regarding some of the subjectivity in the system
- Too quantitative?
- Promotion of performance pay and competition rather than collaboration
- Creating a “top down” evaluation system
- Is there room for allowing creativity and 21<sup>st</sup> century skills

#### *Rationale*

- Align evaluation, professional development and recertification
- Use of defined standards and supporting rubrics important for reliability of system

### Approach for measuring student growth in tested subjects and grades

#### *Summary of state approach*

- Will be using a value-added model in tested grades
- VAM will be weighted at least 50% in teacher evaluation score
- Other measures to be used for remaining 50% of teacher evaluation score include student surveys, observation (achievement gap reduction score once considered but has been abandoned)

### *Features to consider for New Hampshire*

- Multiple measures that are not all based on test scores
- Performance standards rubrics
- Important to provide training on how to use rubrics
- Limit quantitative data

### *Features to avoid*

- Concern expressed about the use of VAM (did “this” teacher actually cause the growth)
- System that creates competition between and among teachers
- Basing system entirely on quantitative data
- As much subjectivity as possible

### *Rationale*

- Create a system in which teacher is able to present evidence of student growth and learning
- Pre-assess and help move students along
- Schools should receive “effectiveness” scores not individual teachers

### Other general considerations and observations:

- Create a system that features the professional development of teachers
- Find ways to encourage greater involvement of higher education
- Recognize that year-end summative data such as NECAP scores may not be as helpful to teachers to the extent that assessment for learning data (e.g., RTI, NWEA) may be

### Approach for measuring student growth in non-tested subjects and grades

#### *Summary of state approach*

- Multiple measures once again used in a manner similar to the tested grades with the exception being the substitution of a VAM score with SLO-based data and pre-post growth on state approved district measures

### *Features to consider for New Hampshire*

- Same as previous

### *Features to avoid*

- Same as previous with the exception of the VAM comment

### *Rationale*

- Same as previous