

Discussion Questions/Accountability Questions for Selecting Measures for

Student Growth for Utah's Educator Evaluation

October 19, 2011

1. Strength of our Measures
    - A. Does the measure have research on its ability to measure student progress?
    - B. Does the measure have research on its demonstrated impact on student achievement?
    - C. What processes are in place or need to be in place to ensure the fidelity of the measure?
    - D. Is the measure an accurate and fair indicator of what a student is supposed to learn?  
(Assessments match the curriculum?)
  2. Application to Teaching Contexts and Student Populations
    - A. Do teaching context and student populations need to be differentiated to provide valid and reliable data?
    - B. Can the measure for student growth be attributed accurately to multiple teachers?
  3. Human and Resource Capacity
    - A. What human and resource capacity is necessary to implement the measure reliably and with validity?
    - B. Can resources be pulled between and within the State and districts to implement the measure?
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4. Measuring Growth in Tested Subjects
    - A. What other measures is Utah requiring besides student growth measures?
    - B. Will these measures be rigorous and comparable across districts, schools, subjects, and classrooms?
    - C. Is there evidence that the other measures can differentiate among teachers who are helping students learn at high levels and those who are not?
    - D. What statistical model of longitudinal growth will promote the most coherence and alignment with the state's accountability system? (SGP or VAM)
    - E. Do the measures the Student Growth Workgroup is choosing meet the federal requirements of rigor: between two points in time and comparability?
    - F. What percentage will be supported by the stakeholders and education community (weights that Student Growth WG may recommend)?
    - G. Are the assessments of student learning reliable and valid to support a significant portion of the evaluation to be based on student progress?
    - H. Will all teachers of tested subjects be included?
    - I. What is the minimum number of students required for a teacher to be evaluated with student growth (e.g., five students per grade/content area)?
    - J. Are there certain student populations in which inclusion in VAM or SGP models may raise questions of validity (e.g., students with disabilities, ELLs)?

Reference: Goe, Holdheide, Miller (May, 2011). *A practical guide to designing comprehensive teacher evaluation systems*. National Comprehensive Center for Teacher Quality.

- K. Can students working toward alternative assessments be included in the growth model?
  - L. How will our Student Growth Workgroup work with experts from the Center to investigate options?
  - M. What validation process can be established to ensure clean data (e.g., teachers reviewing student lists, administrators monitoring input)?
  - N. Has the teacher attribution process been established for co-teaching situations?
  - O. How will we determine fair attribution or will we?
  - P. What does the research suggest regarding the number of years teacher data should be collected in order to use it as part of teacher evaluation?
  - Q. Will the learning trajectory be different for at-risk, special needs, or gifted students? Will we use a trajectory or will we use a peer group normative percentile?
  - R. Has the ceiling effect been addressed?
  - S. Will the use of accommodations affect the measures of student growth?
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### 3. Measuring Growth in Non-Tested Subjects and Grades

- A. What are the challenges of using other measures of growth besides standardized assessment data?
- B. How will the measures other than standardized tests be rigorous and comparable across districts, schools, subjects, classrooms?
- C. Will all teachers in both tested and non-tested subjects be evaluated with alternative growth measures? Or only teachers of non-tested subjects and grades?
- D. Do content standards exist for all grades and subjects?
- E. Is there a consensus in our state on the key competencies students should achieve in the content areas? How do we get consensus?
- F. Can content standards be used to guide selection and development of measures?
- G. What stakeholders besides our Student Growth Workgroup need to be involved in determining or identifying measures for non-tested subjects and grades?
- H. What type of meetings of facilitation process do we see stakeholder groups using to select or develop student measures for non-tested subjects and grades?
- I. How will growth performance subjects (e.g., music, art, physical education) be determined to demonstrate student growth?
- J. Will we decide to use classroom-based assessments, interim or benchmark assessments, curriculum-based assessments, and/or the Four Ps (i.e., projects, portfolios, performances, products) as measures?
- K. Are there existing measures that could be considered (e.g., end of course assessments, DIBELS, DRA)?
- L. Could assessments be developed or purchased?
- M. Do the measures accurately and fairly measure what the student is supposed to learn?
- N. Can the measure accurately indicate levels of student growth in the course of a year?
- O. Can student growth be accurately linked to teachers' and leaders' efforts?
- P. Are there appropriate assessments for all grades and all teachers, including special education and ELL specialists?

Reference: Goe, Holdheide, Miller (May, 2011). *A practical guide to designing comprehensive teacher evaluation systems*. National Comprehensive Center for Teacher Quality.