

Thursday, January 13, 2011

Teacher Measure: Value-Added

Committee Organization

- Committee meetings will occur Thursdays from 5:00-6:30 at the PDC.
- Notes will be taken at each meeting. Minutes will be posted for committee members and interested parties to review.
- Group members should keep a compiled list of ideas, questions and concerns. Members should also seek input from other teachers in their schools and professional learning communities.
- Value-added design team will split into two small groups: Elementary teachers and Middle/High school teachers

Committee Deliverables

1. Minutes for each meeting
 - a. Present members
 - b. Available for online posting to allow other interested parties to view
2. Milestones documents to PFP team
 - a. Deadline s and suggested dates
 - b. Future committee plans
 - c. Format and timing flexible
3. Focus group(s) of internal and external stakeholders
 - a. Internal: Teachers, educators, employees
 - b. External: Parents, community members, interest parties
4. Final recommendations document
 - a. Questions and answers
 - b. Disagreements voiced
5. Presentation to Executive Staff
 - a. Recommendations to be presented to Executive staff, with response from them to follow
 - b. Goal presentation: April

Possible Topics for Discussion

- How can we improve the district's current value-added model?
 - 2nd year of value-added system implementation
 - 1st year was implemented in TIF-LEAP schools only

- What rules should we use to establish the teacher of record for a particular student in a particular subject? How can we take into account co-teaching, flexible grouping, and other forms of student-teacher matching?
 - Grouping students among teachers
 - Generating individual and teacher reports
 - Homeroom teacher of record (homeschoolers, virtual schools, etc.)
- Should we include team and school-level value-added? For whom?
 - Team and school value-added data considerations
- What are the potential problems with using value-added in teacher evaluation? How can we minimize them?
 - Exclusions, exemptions, inclusions
 - Are we becoming too test-centered?
 - Can we minimize mistakes and accurately evaluate teachers?
- What are potential opportunities? How can we maximize them?

CMS is 100% certain that value-added will be one of the measures used for Pay for Performance.

Expressed Group Concerns

- How will all teachers be assessed fairly?
 - CTE teachers, non-core subject area, subjects without current assessments
 - Inclusion classes, EC personnel, classrooms with homogenous vs. heterogeneous groupings, flexible classroom groupings
 - Credit to appropriate teachers when student is exposed to multiple settings
 - New preparation - change grade or subject
 - Teaching a variety of courses or subjects
 - Teachers involved in curriculum design of courses taught
- How will teachers be identified when students are shared?
 - Heterogenous
- How will CMS identify controls and uncontrollable factors?
 - External/environmental factors, socioeconomic status, resources, classifications and identifications (EC, McKinney-Vento, etc.)
- How will student achievement levels and growth be accurately measured?
 - Pre- and post-assessments
 - Valid, developmentally appropriate assessments
 - Accurate predictions
 - Weighted subjects
- What additional factors should be considered?
 - Length of time a student should be enrolled

- What do we want?
 - Fairness and Equity
- What is the current value-added system being implemented?
 - Value-Added vs. other evaluation systems

Next meeting: Thursday, January 20, 2011

- Presentation of the current Charlotte-Mecklenburg Schools value-added evaluation
- Small group discussions and brainstorming
 - Members should review the two articles provided via email for discussion:
Problems With the Use of Student Test Scores to Evaluate Teachers and
Evaluating Teachers: The Important Role of Value-Added