NORTH CAROLINA

Measures of Student Learning/ Common Exams

Informational Webinar • October 12, 2012
NC Department of Public Instruction

Announcements

- The webinar is being recorded and will be posted online
- All participants are muted due to the large size of the audience
- Please type questions in the “Questions Bar”
- Any questions not answered will be addressed in FAQ document

Setting the Context

Why educator effectiveness?

NC is implementing a new curriculum, new assessments, new technology tools to improve instruction, new ways of engaging students, and the list goes on…

So why is the State focusing on educator effectiveness in the face of so many other changes?

Because all our efforts in other areas depend on an effective teacher in every classroom and an effective leader in every school building.

Why educator effectiveness?

The work around educator effectiveness, including the Measures of Student Learning, is grounded in the belief that:

Every student in North Carolina deserves an effective teacher in all courses and grades.

Our students need to learn all of the standards in the North Carolina Standard Course of Study in order to be READY for their futures.

Why educator effectiveness?

In order to increase their effectiveness, teachers need access to high-quality data.

Every teacher in North Carolina deserves feedback on the growth of their students.

It's not about firing our way to a better teaching force. It's about creating a system that:

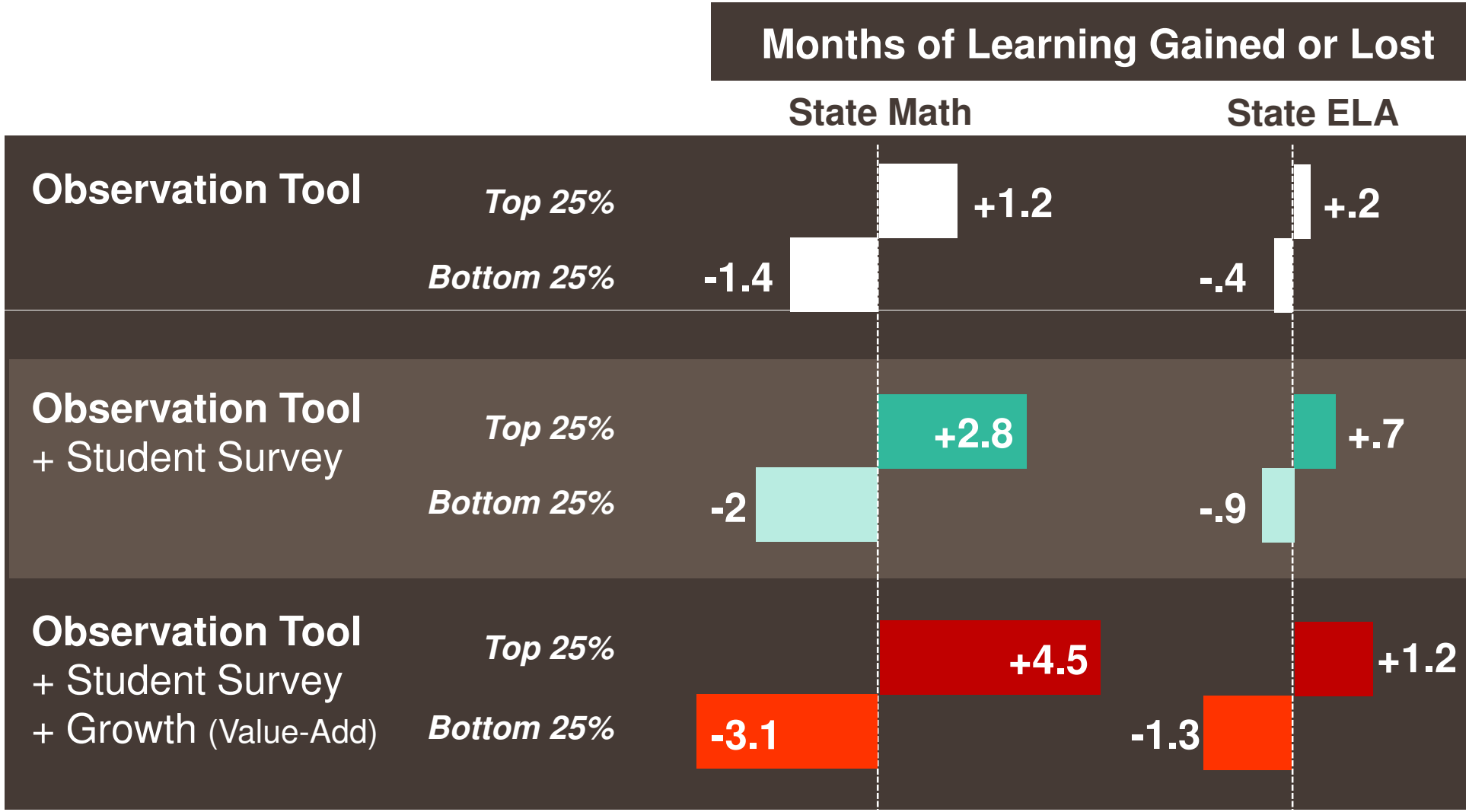
- Identifies the strongest teachers so that we can all learn from them, and
- Identifies those teachers who need additional support and targets that support to their needs

Educator Effectiveness Policies

Re-creation of chart from *Gathering Feedback For Teaching,* http://www.metproject.org/downloads/MET_Gathering_Feedback_Practioner_Brief.pdf

Observation + Other Measures

Rationale - **MET Research** - Standard 6 & 8 - Status - Support - MSLs



Observation + Other Measures

- **Standard 6 and 8**
  Final components of Standards 6 and 8 and their respective weightings
- **Status**
  Consequences and professional development for educators "in need of improvement"
- **Common Exams**
  Measures of growth in English Language Arts, Science, Social Studies, and Mathematics in grades 4 – 12
- **Other Options**
  Measures of growth in K-2, grade 3, and performance areas

Standards 6 & 8 – The Basics

Teachers

1	2	3	4	5	6
Demonstrate Leadership	Establish Environment	Know Content	Facilitate Learning	Reflect on Practice	Contribute to Academic Success

Principals (and other Administrators)

1	2	3	4	5	6	7	8
Strategic Leadership	Instructional Leadership	Cultural Leadership	Human Resource Leadership	Managerial Leadership	External Development Leadership	Micro-political Leadership	Academic Achievement Leadership

Growth Model

Teachers

6
Contribute to Academic Success

Principals

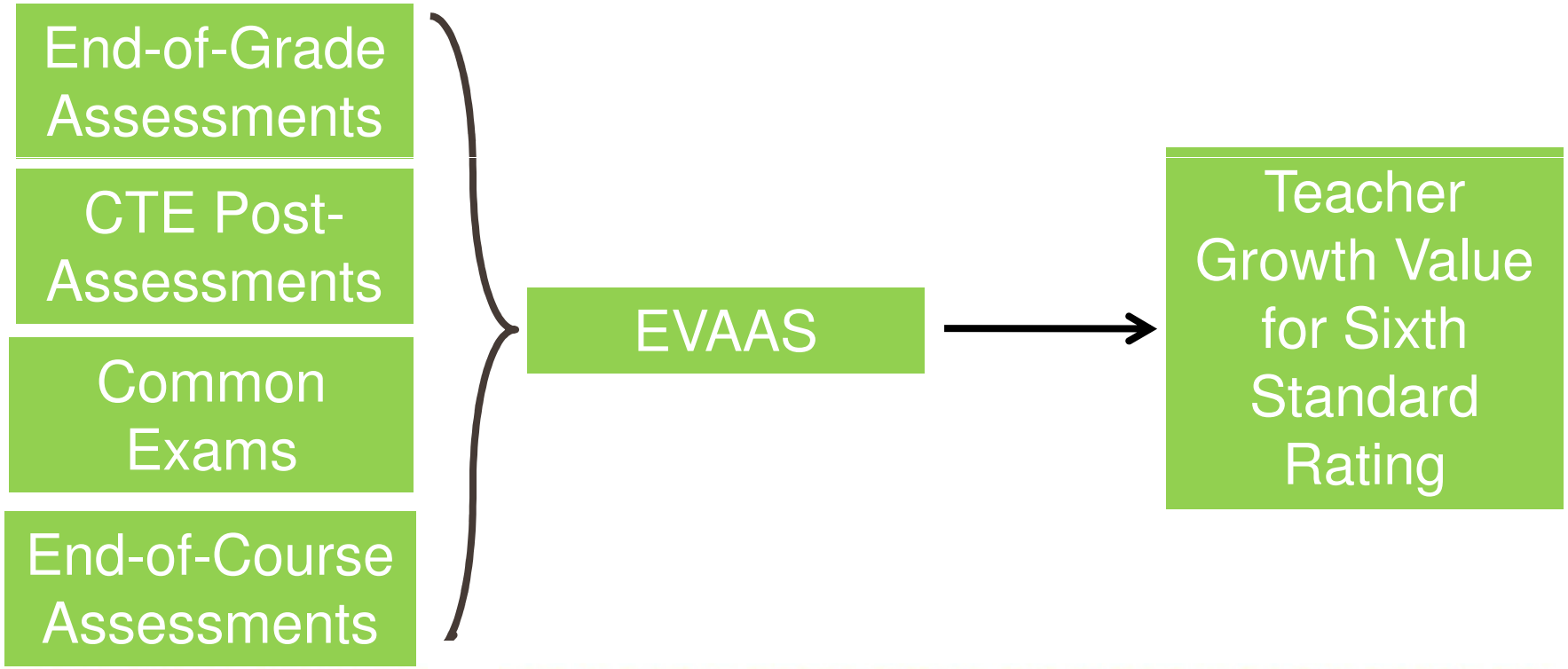
8
Academic Achievement Leadership

Standard 6 and 8 are measures of

Growth

Determining Growth

TCP-C-006 now provides clarity around which assessments are used to measure growth



Common Exams

Common Exams

A Library of Common Exams
is being designed for non-tested subjects for district use to populate Standard 6

Focusing on the "Why"

So why have statewide Measures of Student Learning/Common Exams?

1. North Carolina has a statewide evaluation system to ensure that every teacher receives a fair and consistent evaluation, regardless of his or her employing LEA

2. Teachers in all content areas should receive a Standard Six rating based on the growth of their own students on their content-specific standards

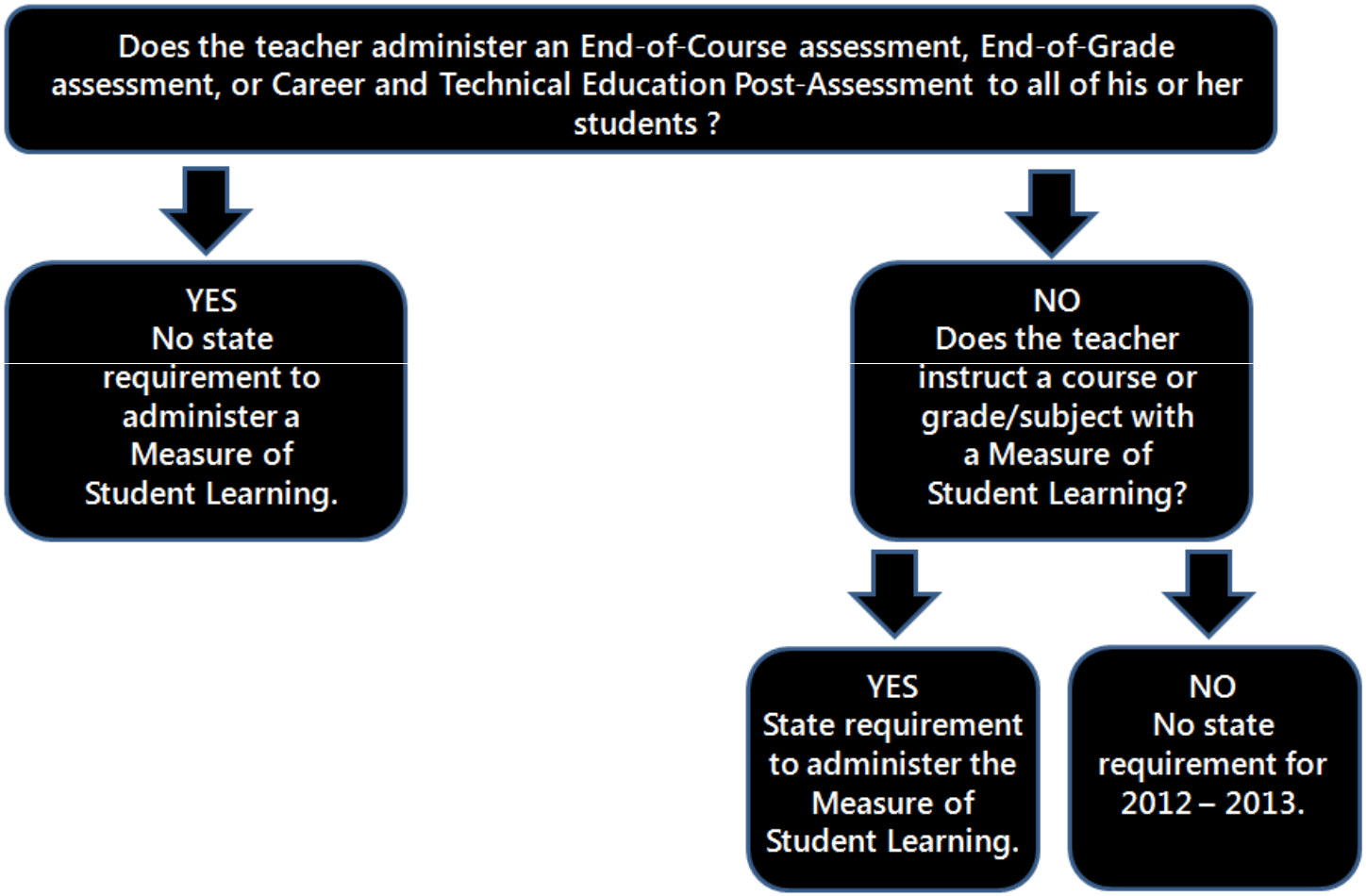
3. Most LEAs do not have the capacity to design their own assessments for all non state-tested grades and subjects

Principles for Administration

1. Every English Language Arts, Science, Mathematics, and Social Studies teacher in grades 4 – 12 has a value-added score

2. Teacher growth values will be calculated based on all students a teacher teaches and, when multiple assessments are required, on all data generated through the assessments

Decision Tree for Administration



Resources for Districts

- Implementation Guide
- Administration Timelines
- Assessment Specifications
- Guide to Measuring Student Growth
- Local Planning Template

Implementation Options - Timing

- Administration of the high school MSLs in the fall is optional
- If a district chooses to administer, all MSLs must be administered (1st semester only - Geometry & Algebra II optional)
- If a district chooses to administer, results will be used to determine the sixth standard rating

District Flexibility

- Administration online, paper/pencil or hybrid
- Date of administration
- Administration during class period or testing week
- Use in student grade
- Which assessments are administered
- How to ensure secure administration

Addressing Concerns

Who has designed the Common Exams, and how have they been designed?

•Same basic process as state assessments with the creation of assessment blueprints, generation of items, review of items, review of forms, and final production

•Over 800 teachers from across the State have involved in the blueprint creation and form review processes

•NCDPI psychometricians and test measurement specialists have been involved and will analyze (and remove from results) any poor-performing items before growth is calculated

Addressing Concerns

Why doesn't anyone know what will be on the MSLs?

•Assessment specifications are available at: http://www.ncpublicschools.org/educatoreffect/measures/specifications/

•General information on rubrics released to C&I leaders on October 19 (and posted to website)

•Online module will provide training on how to use rubrics to score performance tasks

•Each item has its own specific rubric

Addressing Concerns

How will the performance items be graded?

•There must be at least one grader who is not the student's teacher of record AND who has the content knowledge necessary to score the item

•With the exception of ELA, performance items can be administered early to allow time for scoring

•Scoring of work is necessary for what the 800 teachers deemed to be authentic assessment for new, concept-based standards

Addressing Concerns

MSLs hurt students and teachers

- The Common Exam administration process should not affect students any differently than the administration of a teacher-created final exam
  - MSL scores do not need to be used as final exam grades
  - Percent correct provided by Winscan is a suggestion for a grade
- It is only fair to base SOME part of a teacher's evaluation on the growth of his or her students

Contact Information

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http://www.ncpublicschools.org/educatoreffect/