

ONE GOAL, MULTIPLE INDICATORS, & EVIDENCE – WHAT’S BEST PRACTICE?

The teacher evaluation flexibility options allow teachers to write one student growth goal, using multiple indicators to show student growth and development toward that goal. What are some important things your Professional Development and Evaluation Committee should discuss when incorporating this into the district plan?

1. How can we appropriately use standardized indicators in teacher evaluation?

Standardized indicators are usually thought of as broad-based assessments that are given once a year and used to compare the performance of groups of students. A more effective standardized indicator is also aligned to the district curriculum, is given 2-3 times over the course of the year, and the *cumulative* results are used in conjunction with non-standardized indicators to show student growth (further discussed in another question).

Standardized indicators are also appropriately used, along with data from other sources, to set a baseline of student performance. When used in this manner, a teacher should always make sure to look beyond the results of the assessment itself and examine the content of the assessment. A lot can be learned about what skills and knowledge students need to perform on the assessment by looking at what the questions ask. From there, the teacher can set student growth goals that more precisely target needs.

2. How can we most effectively use non-standardized indicators to show student growth?

Non-standardized indicators help ‘paint a picture’ of student growth over time. They’re best thought of as types of tasks that are aligned to the curriculum, that students do over the course of the year, and that are examined against a set of criteria that describe student growth and development. Non-standardized indicators include student written work; student oral work; demonstrations and performances; constructed projects; and teacher-developed assessments. Non-standardized indicators can be used on their own, or, when required, in conjunction with standardized indicators.

Note : See pages 3 & 4 of this document for a graphic depiction of use of indicators & evidence.

3. How can non-standardized indicators show growth and development over time?

The key to effective use lies in the criteria used to examine student work. Rather than focus on the ‘grade’ that student work receives, and what the criteria would be for any given grade, it’s more effective to think first in terms of the skills students need to perform well and show what they know and can do. Districts that don’t already use them can develop (or adapt from other sources) student rubrics that identify the skills common to content areas, and what student performance ‘looks like’ at different levels of proficiency (see sample on last 2 pages). There may, of course, be slight differences for some content areas. If student work is examined over time using the same rubric, student performance can be charted, and growth over time shown.

Student growth can and should be determined through a holistic approach. Rather than look at each standardized and non-standardized indicator, and each piece of student work, on

its own, all pieces of evidence should be examined together for what they tell about how the student performed over a period of time.

4. When using multiple indicators and multiple pieces of student work as evidence, doesn't that create more paperwork for the teacher and 'put all the eggs in one basket?'

When a teacher is creating a picture of student growth over time, collecting samples of work from every student isn't necessary. A representative sample of the teacher's students is quite sufficient. It allows the teacher to give a more in-depth view of student performance over time than would be seen if the teacher had two goals (which often end up being unrelated), one indicator for each goal, and one broad-based piece of evidence for all students. Using a sample also allows the teacher to more accurately show how s/he takes into account the 'control factors' and other student needs in adjusting assignments.

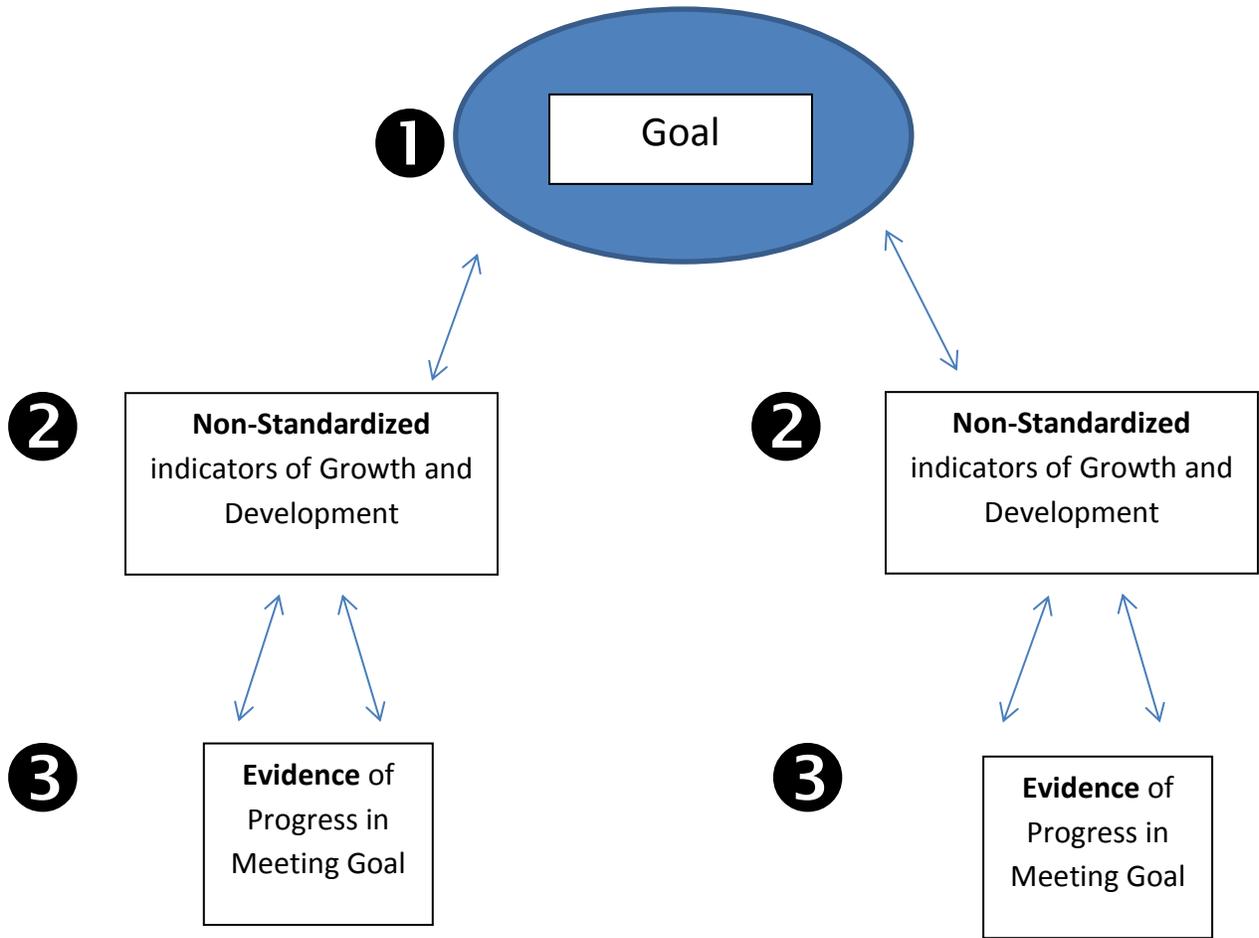
5. How is the teacher 'rated' when using this type of approach?

Evaluation shouldn't be a numbers game when we're trying to determine the complex relationship between what a teacher does to design and implement instruction, and the student performance that follows. This is an approach that examines the *quality* of student growth, not the *quantity* of it. With this in mind, 'rating' the teacher using a numerical system for each indicator and/or piece of evidence is inappropriate.

A holistic approach examines evidence as a complete body, looking for patterns, trends, consistencies, and variations. It looks for the teacher to describe in words what a student does when, for example, his or her performance is 'basic' or 'proficient,' and then show examples in the student work for that level of performance. When done in this way, student growth over time can be seen.

The teacher's Student Growth Rating, then, is based on whether or not the students showed growth over time. 'Appropriate' growth isn't necessarily a quantity – such as moving from one performance level to another – but depends on many factors, which should be mutually agreed on by the teacher and evaluator. The preponderance of evidence will determine the teacher's final rating.

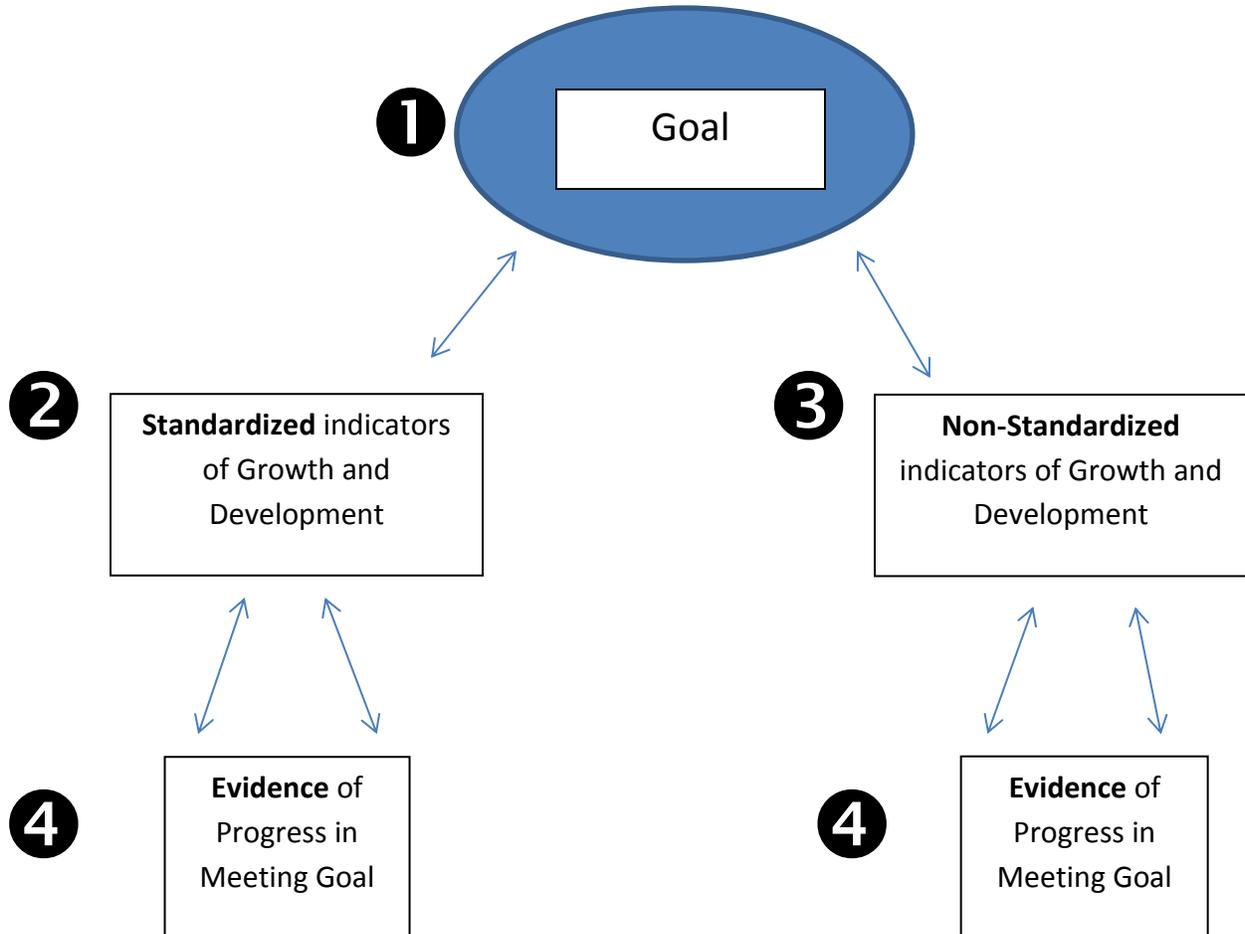
Teachers or other certified support personnel **NOT** affected by standardized test data



1. **Goal** based on how teacher can contribute to the success of school/district goal and/or support growth within the context of the teachers' assignment
- 2 & 3. * **Non-standardized indicators** - types of tasks; might include, but are not limited to, student written work; student oral work; demonstrations & performances; constructed projects; curriculum-based assessments
- * **Evidence** – Each piece of work done; teacher should collect multiple pieces of evidence for each type of indicator

Goal and indicators mutually agreed upon by evaluator and evaluatee.

Teachers teaching in a classroom *and* in a subject affected by standardized test data



1. **Goal** based on analysis of data from multiple sources of data, including standardized assessments.
2. **Standardized indicators** – periodic assessment tool, administered more than once per year, cumulative results used to show growth over time
3. **Non-standardized indicators** – same as above
4. **Evidence** – Each piece of work done; teacher should collect multiple pieces of evidence for each type of indicator

Goal and indicators mutually agreed upon by evaluator and evaluatee.

SAMPLE

Quality Student Work Rubric

SAMPLE

All Elements might not be used for every piece of student work

Element	Below Basic	Basic	Proficient	Advanced
Content	Main idea is not clear and/or details concerning the content or learning objective are not related to the topic or are nonexistent.	Main idea is clear. Student provides the minimal amount of content required by assignment, explaining the concept(s) in his or her own words (comprehension level ala Bloom). Content used is accurate as it relates to the learning objective.	Main idea is clear. Student provides details about the topic that show s/he can apply and analyze the concepts accurately, using the details to support his/her topic or thesis (application & analysis levels ala Bloom).	Main idea is clear. Student provides details about the topic that exceed what is required by the assignment or learning objective to make connections among relevant concepts (synthesis and/or evaluation level ala Bloom). The student provides more than one perspective.
Organization and Clarity	The lack of organization distorts or obscures the main idea. The format is inappropriate for the learning objective. The order is illogical. The student does not make a point related to the learning objective.	Poorly organized, although the format may be appropriate for the learning objective. The order is confusing in places. The student has difficulty in addressing his/her point.	Generally well organized, with a few minor problems and presented in a format appropriate for the learning objective. The student makes his/her point.	Well-organized and presented in a format appropriate for the learning objective. The order is logical and the student clearly and succinctly gets his/her point across.
Vocabulary appropriate to subject area	Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work.	Weak phrasing and inadequate vocabulary are used, and detract from the student work.	Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work.	Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work.
Spelling and Grammar	Numerous errors in grammar, spelling, and punctuation seriously distort meaning and hinder communication.	Several errors in grammar, spelling, and punctuation hamper meaning or hinder communication.	Occasional errors in grammar, spelling, and punctuation do not distort meaning nor hinder communication.	No mechanical errors; spelling and punctuation are correct.
Calculations	No calculations or calculations are inaccurate.	Many calculations are inaccurate.	Calculations may contain few errors.	All calculations are done completely and accurately.
Research or sources	Necessary documentation is missing. No sources are used.	Errors in documentation occur. Few sources are used and evidence is not accurately stated.	Documentation is correct. Students provide accurate and appropriate evidence from most sources.	Students provide multiple sources and document each correctly. Students provide accurate and appropriate evidence from all sources.

Element	Below Basic	Basic	Proficient	Advanced
Presentation	None, or one example, strategy, or illustration is used. Examples, strategies, or illustrations that relate to content are not shown.	The examples, strategies, or illustrations used relate to the learning objective.	Examples, strategies, or illustrations are used and demonstrate the student's ability to apply skills and/or concepts to the learning objective.	Examples, strategies, or illustrations enhance student work and demonstrates the student's ability to make connections beyond the learning objective.
Analysis, synthesis or evaluation	The student recalls and states given information but cannot explain it in his/her own words.	The student restates the information in his/her own words and may attempt to apply some of the information to a situation.	The student compares and contrasts information and evaluates the information with accuracy.	The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy.
Problem Solving	Has a vague understanding of the problem, uses a strategy or approach that does not match the problem, and the solution is inaccurate.	Has difficulty defining the problem, uses only one strategy for solving the problem and the solution is not clear.	Defines the problem, selects multiple approaches for solving the problem of which not all apply. The solution is correct, but is not clearly explained.	Clearly defines the problem, selects multiple approaches for solving the problem, and the solution and all relevant work is correct.
Effort	Does not fulfill the minimum requirements of the assignment nor provide evidence of thoughtful input.	Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful input.	Fulfills the minimum requirements of the assignment and demonstrates some thoughtful input.	Exceeds the minimum requirements of the assignment and demonstrates thoughtful input.