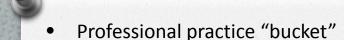
### MULTIPLE LEVELS OF AGGREGATION



- Measures of professional practice √
- Calculate scores on measures of professional practice √
- Aggregate the scores at the level of each standard
- •Aggregate all of the quality standard scores into a professional practice rating
- •Student growth "bucket"
  - Measures of student performance
  - Calculate scores on the measures of student performance √
  - Convert scores into student growth ratings V
  - Aggregate student growth ratings into a student growth rating
- •Match the aggregate scores on professional practice and student growth to definition of effective teachers through a standard-setting process

# AGGREGATING PROFESSIONAL PRACTICE SCORES

STANDARD	POINTS	WEIGHT	TOTAL
I: Know Content			
II: Establish Environment			
III: Facilitate Learning			
IV: Reflect on Practice			
V: Demonstrate Leadership			
CALCULATE WEIGHTED AVERAGE			
		FINAL SCORE	

## **NOVICE - PROFESSIONAL PRACTICE SCORES**

STANDARD	POINTS	WEIGHT	TOTAL
I: Know Content	3	.5	1.5
II: Establish Environment	4	2.25	9
III: Facilitate Learning	3	2.25	6.75
IV: Reflect on Practice	2	.5	1
V: Demonstrate Leadership	1	.5	0.5
CALCULATE WEIGHTED AVERAGE		6.0	18
		FINAL SCORE	3.1 -> 3

## EXPERIENCED - PROFESSIONAL PRACTICE SCORES

STANDARD	POINTS	WEIGHT	TOTAL
I: Know Content	3	2.0	6
II: Establish Environment	4	2.0	8
III: Facilitate Learning	3	2.0	6
IV: Reflect on Practice	2	2.0	4
V: Demonstrate Leadership	1	2.0	2
CALCULATE WEIGHTED AVERAGE		10	26
		FINAL SCORE	2.6 -> 3

# AGGREGATING STUDENT GROWTH MEASURES

VI: STUDENT GROWTH	POINTS	WEIGHT	TOTAL
STANDARD			
Student Growth Measure 1			
Student Growth Measure 2			
Student Growth Measure 3			
CALCULATE WEIGHTED AVERAGE			
		FINAL SCORE	

# AGGREGATING STUDENT GROWTH MEASURES

VI: STUDENT GROWTH STANDARD	POINTS	WEIGHT	TOTAL
Measure 1 (CSAP score)	3	2	6
Measure 2 (school-wide CSAP average)	2	2	4
Measure 3 (SGO outcome, work portfolio)	3	2	6
CALCULATE WEIGHTED AVERAGE		6	16
		FINAL SCORE	2.66 -> 3

# AGGREGATING STUDENT GROWTH MEASURES

VI: STUDENT GROWTH	POINTS	WEIGHT	TOTAL
STANDARD			
Measure 1 (Commercially-available	3	1	3
pre- post-test in science)			
Measure 2 (school-wide ELA CSAP	3	3	9
average)			
Measure 3 (SGO outcome, work	4	2	8
portfolio)			
CALCULATE WEIGHTED AVERAGE		6	20
		FINAL SCORE	3.33 -> 3

### **NOVICE PANEL**

#### Benefits:

- Acknowledges higher expectations for more experienced educators
- Allows for different weightings of standards for novice teachers
- Makes clear that underlying particular panel ratings there are different processes of weighting
- May allow for more different types of feedback and support for novice teachers

#### Concerns:

- Ineffective teachers not be allowed to remain in classrooms simply because they are novices
- Should not preclude the identification of ineffective novice teachers
- Should not interfere with the identification of effective or highly effective novice teachers
- Novice panel should be cross-walked with experienced educator panel

### **NOVICE PANEL**

#### Benefits:

- Acknowledges higher expectations for more experienced educators
- Allows for different weightings of standards for novice teachers
- Makes clear that underlying particular panel ratings there are different processes of weighting
- May allow for more different types of feedback and support for novice teachers

#### Concerns:

- Ineffective teachers not be allowed to remain in classrooms simply because they are novices
- Should not preclude the identification of ineffective novice teachers
- Should not interfere with the identification of effective or highly effective novice teachers
- Novice panel should be cross-walked with experienced educator panel

### **NOVICE PANEL**

#### Benefits:

- Acknowledges higher expectations for more experienced educators
- Allows for different weightings of standards for novice teachers
- Makes clear that underlying particular panel ratings there are different processes of weighting
- May allow for more different types of feedback and support for novice teachers

#### Concerns:

- Ineffective teachers not be allowed to remain in classrooms simply because they are novices
- Should not preclude the identification of ineffective novice teachers
- Should not interfere with the identification of effective or highly effective novice teachers
- Novice panel should be cross-walked with experienced educator panel