Multiple Measures in TPS

2014-2015
Why Multiple Measure Reporting?

• When implemented properly, multi-measures provide a more reliable, actionable and valid teacher performance picture.

• TPS’ multi-measure reporting allows a teacher and his/her principal to see how well the teacher is:
  o Teaching students
  o Reaching students
  o Impacting students

Critical information for professional reflection and growth
Observation Alone: Provides the foundation for effective feedback and coaching.

Student Perception Survey Alone: Confirms whether teachers’ practices are reaching students.

Value Added Alone: Communicates teachers’ impact on achievement gains after controlling for factors beyond their control.

All Three Measures Together

Predictive Power

National Research Findings

Reliability

TPS’ MM System is Different/Better Than the State’s MM System

• TPS does **not** reduce multiple measures of teacher effectiveness to a single number.

• Tulsa Model scores and principal judgment are **still** the foundation of teacher performance discussions.
  • Quantitative measures are supplemental, big picture, signals— not statistical hammers or independent drivers for negative personnel actions.
  • Report contains up to three measures—all reported separately with no weights on any particular measure.
More Reasons Why TPS’ MM System is Different/Better Than the State’s MM System

• TPS only uses (allows) metrics that are:
  • Research-based, valid and reliable
  • Proven to be linked to student achievement
  • Comparable from teacher to teacher
  • Valuable to teachers outside of evaluation
  • Require no new tests
  • Do not place unreasonable time demands/burdens on teachers or administrators

• Unlike the state, we are not using SLOs, SOOs or OAMs. Nor do we overly rely on lagging data.
How Will Teachers Use the Reports and the Underlying Data?

• Personalize professional learning decisions
  – Determine personal areas of strength to sustain and priorities for continuous growth.
  – Use data to develop customized professional learning plans.

• Maximize student learning and engagement
  – Identify possible gaps in practice or instruction that are empirically linked to student achievement growth.
  – Confirm practices that are getting results.
TPS’ Multi-Measure Report

Tulsa Model data

plus

As available...

• Value Added
• Current Year Student Surveys
What A Teacher’s TPS Multi-Measure Evaluation Report Will Contain

- **Tulsa Model data**: a numerical score

- And... *as available*:
  - **Value Added**: no numerical scores, but broad categorical descriptions of relative performance (*whether performance is within above average, average or below average range*).
    - If teacher has no value added data, report says “no data.”

  - **Student Survey Information**: no numerical scores, but broad categorical descriptions of relative performance (*whether performance is within above average, average or below average range*).
    - If teacher has no survey data, report says “no data.”
Student Survey Categories for MM Report

Below Average | Average | Above Average

1 std. dev. | 1 std. dev.
Value Added Categories for MM Report

Below Average  
Average  
Above Average

1 std. dev.

1 std. dev.
Important Resources

Go to:
Tulsa’s TLE page at
www.tulsaschools.org

For the Following Information:

- Multiple Measures Presentation
- Multiple Measures Report - Draft Prototype
- STUDENT SURVEYS and why they are a GOOD idea
- Frequently Asked Questions About Student Surveys
Need More Information?

Jana Burk, Executive Director
Office of Teacher and Leader Effectiveness
Tulsa Public Schools
Work: 918-746-6551
burkja@tulsaschools.org