

# NWESD TPEP-RIG Questions 2/23/12

## FAQ re Multiple Measures

Evaluation Process:	
<b>Question #1:</b>	How is it possible, time wise, for one evaluator to fairly assess all teachers with multiple measures criteria? <i>Under the old system, each teacher was observed in two 30 minute blocks of time. Evidence was generated primarily from those observations and was the sole responsibility of the principal. In the new system, both teachers and principals can add evidence, comments, and reflections throughout the year. OSPI is building a tool that will be available to all.</i>
<b>Helene:</b>	As a result of 5895, there will be guidance regarding some of the measures to use; others will be decided at a local level. In order to use multiple measures as outlined and needed, it might be necessary to use time differently. Pilot districts have reported that the results are far greater using this methodology; hence the time is worth it...
<b>Question #2:</b>	How will we be able to provide opportunities that are meaningful for each educators and their expertise area?
<b>Helene:</b>	Principals will have professional growth discussions with each educator, prompt reflection and guide goal setting. Where teams work together to set goals and assess student growth, a team dialogue might be appropriate
<b>Jeanne:</b>	In cases where principals have little expertise in the content area, they will rely on their coaching skills to guide the teacher's reflection and goal setting.
<b>Question #3:</b>	How do you put them all together for an individual's "score"?
<b>Helene:</b>	As a result of 5895, a formula will be developed to use within all districts
<b>Jeanne:</b>	The TPEP Steering Committee will make recommendations about summative scoring.
<b>Question #4:</b>	How do you ensure accuracy, authenticity, objectivity?
<b>Helene:</b>	Training will focus on ensuring accuracy, authenticity and objectivity to the maximum extent possible
<b>Jeanne:</b>	Under the current system, principals strive for accuracy, authenticity and objectivity. Those principles will be reinforced by district reviews of principals' submissions.
<b>Question #5:</b>	How do we train teachers/principals with limited time and resources?
<b>Helene:</b>	OSPI will provide introductory training for evaluator through the use of OFS.
<b>Jeanne:</b>	OSPI will provide introductory training for evaluators (and will provide instructional materials districts can use to train teachers) ???. The ongoing training of evaluators has been, and will continue to be, the responsibility of districts.

## Student Growth:

<b>Question #1:</b>	How do we work together to determine which measures to use and who to use them for?
<b>Helene:</b>	As we now know, some decisions will be made at the state level.
<b>Jeanne:</b>	Some districts will have teaching teams make those decisions, others will make district decisions and some will leave the decision to the individual teacher.

<b>Question #2:</b>	What are the systems for simplifying and triangulating information for each measure?
<b>Helene:</b>	Teachers and administrator will engage in a process of sharing information back and forth which will maximize agreement between them.
<b>Jeanne:</b>	If teachers are responsible for collecting and defending a significant amount of evidence

<b>Question #3:</b>	What are the measures? How will different measures be weighted? Who/how will decide?
<b>Helene:</b>	We now know that the state will be making some of these determinations.
<b>Jeanne:</b>	The TPEP steering committee will offer guidance about the scoring of the criteria - including any decision about weighting. Questions about multiple measures will be answered locally.

<b>Question #4:</b>	How many student work samples are needed to make the evaluation valid?
<b>Jeanne:</b>	This question will be answered locally and take classroom context into account.

<b>Question #5:</b>	How do we get perception data to be considered valid and reliable?
<b>Jeanne:</b>	Many student, teacher and parent surveys are available and may be used as one source of evidence.