The Maryland State Education Association
SLO Story …

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NSAII 2014 Conference
Maryland’s Teacher and Principal Evaluation System

RTTT: Teacher Evaluation
- Professional Practice
- State Assessment
- Student Learning Objectives (SLOs)

Waiver: Teacher Evaluation
- Professional Practice
- SLOs

Maryland’s state TPE system (default model)
The Political Climate

- Maryland’s state TPE system (default model) includes two components: 50 percent on professional practice and 50 percent on student growth. Local School Systems may vary from the state default model but must meet minimum standards.

- The professional practice component is based on Charlotte Danielson’s Framework for Teaching.

- In the past, the student growth component included state assessments and Student Learning Objectives (SLOs).
• 2014 General Assembly: Education Article § 6-202(c)(7) passed that no student growth data should be based on state assessments to make personnel decisions.

• Currently, the student growth component is comprised solely of SLOs. According to state law, Education Reform Act of 2010, there must be multiple measures within the student growth component. No one measure can be more than 35 percent.

• Districts have flexibility about what may be used to determine student growth but must have multiple measures and include SLOs.
The Political Climate

- Maryland adopts COMAR 13A.07.09 regulation. MSEA plays an active role in making improvements to 2013 language.

  - MSEA worked with external stakeholders to ensure that the new proposed regulations did not base personnel decisions on an assessment system that is not yet validated.

  - The new regulations provided for more local flexibility. The student growth measures have moved from a percentage-based requirement to a flexible guide that permits locals to continue making the fundamental changes necessary to develop an evaluation system.

  - The only statutory requirement is that data on student growth be included as a significant component of the evaluation.
• **Highlights of new adopted regulation:**

  - Until school year 2016-2017, student growth data, based on or derived from State assessments, may not be used to make personnel decisions. Therefore, the state’s model student growth component only includes Student Learning Objectives (SLOs).

  - Until 2016-2017, SLOs will be used to calculate the student growth component.

Source: Maryland Register- COMAR 13A.07.09
Making Collaborative Connections

Key to successful use of SLOs ➔ providing educators and evaluators support, training, and resources.

MSEA applied for NEA SLO grant.

MSEA creates several opportunities for collaboration with MSDE and other essential stakeholders to deliver training to public school educators throughout the state.

MSEA took the lead in crafting a Memorandum of Understanding with stakeholders. MOU signed to codify the commitments and partnerships between:

- Maryland State Education Association (MSEA),
- Maryland State Department of Education (MSDE),
- Maryland Association of Secondary School Principals (MASSP) & Maryland Association of Elementary School Principals (MAESP), and
- Public School Superintendents Association of Maryland (PSSAM).
Student Learning Objectives
Memorandum of Understanding

This Memorandum of Understanding codifies the commitments and partnership between the Maryland State Department of Education (MSDE), the Maryland State Education Association (MSEA), the Maryland Association of Secondary School Principals (MASSP) & Maryland Association of Elementary School Principals (MAESP), and the Public School Superintendents Association of Maryland (PSSAM) in the advancement of professional development, common language, streamline communication and implementation strategies for Student Learning Objectives (SLO) statewide and in each of the Local School Systems (LSSs). The parties agree to the following statements:

1. The primary goal of evaluating teaching should be to improve effectiveness in the classroom, which will lead to student growth. The Student Learning Objective process is an important component of effective instruction. When collaboratively developed and implemented appropriately, the use of rigorous objectives coupled with multiple strategies, measured by multiple assessments, leads to academic success and growth on the part of students.
Making Collaborative Connections

MSEA SLO Grant Core Team was trained.

MSEA’s created a pool of at least two members from each county to be trained and become "SLO experts."

SLO Leadership Cadre was trained at the Summer Leadership Retreat (2 ½ days).

- MSEA contracts Community Training and Assistance Center (CTAC), SLO experts to train teachers

Everyone on the same page…same message

- MSDE contracts CTAC to train administrators
- Both groups attend training together and form district teams
- Use of Great Public School (GPS) network as a resource bank
Challenges and Lessons Learned...
Teacher and Principal Views on Observations

Figure 7: Teacher and Principal Views on Observations

- **Teacher evaluation frameworks and processes...**
  - Principals: 100% Agree
  - Teachers: 100% Agree

- **Utilize validated observation measures/instruments.**
  - Principals: 76% Agree, 14% Undecided, 10% Disagree
  - Teachers: 44% Agree, 23% Undecided, 33% Disagree

- **Are conducted by observers/evaluators qualified to do the evaluation.**
  - Principals: 61% Agree, 6% Undecided, 4% Disagree
  - Teachers: 19% Agree, 4% Undecided, 20% Disagree

*Real Progress in Maryland: Student Learning Objectives and Teacher and Principal Evaluation,* issued by the Community Training and Assistance Center and the Mid-Atlantic Comprehensive Center of WestEd
Teacher and Principal Views on SLOs

Real Progress in Maryland: Student Learning Objectives and Teacher and Principal Evaluation,” issued by the Community Training and Assistance Center and the Mid-Atlantic Comprehensive Center of WestEd
Teacher and Principal Views on SLO Targets

Figure 10: Teacher and Principal Views on Setting SLO Targets/Assessing Performance

- Teachers receive recommendations for selecting pre/post assessments for SLOs: 71% agree, 48% undecided, 12% disagree.
- Teachers agree valid and reliable approaches to setting growth targets for SLOs: 40% agree, 49% undecided, 15% disagree.
- Principals need support in using pre/post assessments: 49% agree, 42% undecided, 14% disagree.

*Source: Real Progress in Maryland: Student Learning Objectives and Teacher and Principal Evaluation, issued by the Community Training and Assistance Center and the Mid-Atlantic Comprehensive Center of WestEd
Developing Issues Within Locals…

- Some districts do not want the SLO Leadership Cadre (local affiliate) to deliver training.

- Educators are dealing with loss of instructional time for pre-assessment benchmark requirements for each SLO benchmark.

- Educators need support in developing high quality SLOs, resources supporting the use of student baseline data, and guidance in selecting learning content for SLOs.

- Lack of time for quality professional development (contractual issues).
Developing Issues Within Locals…(cont.)

- Some school administrators are mandating that the target group consist of all students, as opposed to a select group, to serve as a sample size.

- Some districts or school administrators declare they have final say and can dictate what the SLO should be or provide a prescriptive SLO that educators must use.

- Some districts are requiring the current state assessment as benchmarks for future comparison (MSA data to PARCC data).

- Everyone in a department/grade must use the same SLO.
Lessons Learned

• Maryland schools have begun to see benefits from the professional development and collaboration used to develop SLOs to guide instruction. School systems are currently in the second year of implementing new evaluation systems, and MSDE will continue to monitor progress in that implementation.

• Working collaboratively at the state level has allowed for more training opportunities for our members.

• This initiative has helped locals build collaborative partnerships with district players that didn’t previously exist.
Lessons Learned ...(cont.)

• Joint training conducted by the SLO Leadership Cadre, district professional development specialists, and key leaders, allows for consistent messaging to occur while building capacity.

• Establishing evaluation committees that comprise of different district leaders allows for joint messaging and buy-in [teachers selected by MSEA/BTU; executive officers (principal supervisors) chosen by the LEA; principals; professional development staff specialist and communications specialist.]

• Ongoing dialogue between MSEA’s President and Vice President with MSDE regarding the evaluation system provides us opportunity to make adjustments throughout the process.
“MSEA calls upon the Maryland State Department of Education (MSDE) to better educate and inform local school systems in order to avoid unilateral mandates (at the system or school level) for teachers to use specific assessments or measurements in Student Learning Objectives (SLO).

An SLO is to be teacher driven with site administrators in order to address the specific needs and targets of their student population.”

Rationale: While MSEA has been successful in the delay of high stakes testing as it relates to teacher evaluations, some counties are requiring teachers to incorporate standardized and/or county developed tests as SLO measurements.

Strategic Objective #1 School Quality and #3 Public Agenda
Next Steps…

- Conference Calls
- Face-to-Face Training
  Example: Communications & Stakeholder Capacity
- GPS Network
The Maryland SLO Story
Q & A