



Kentucky Department of Education

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# ***Lessons learned from Teacher PGES***

## ***Field Test***

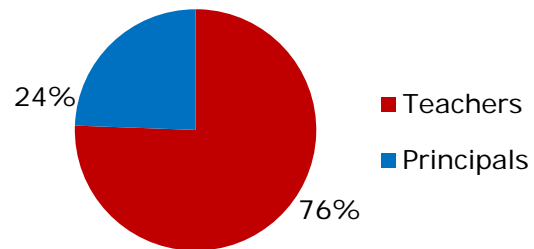
### **August 2013**

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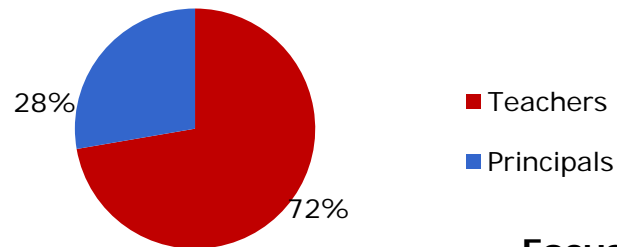
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# Sample

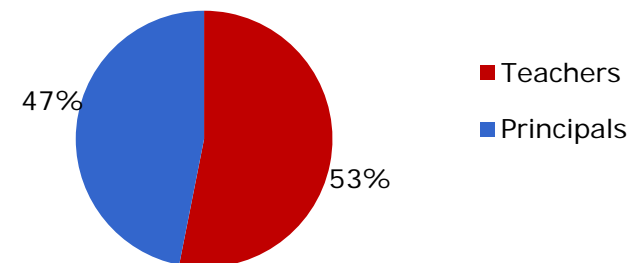
All Participants (N= 577)



Survey Participants (N= 202)



Focus Group Participants (N=32)



## Data Collected

- Surveys that were sent to all participants (slightly different but comparable surveys sent to principals and teachers).
- Focus group discussions with participants separated by role (e.g. teacher vs. principal)



# Field Test Questions to be Answered

## Training

- Did teachers get the appropriate initial and follow-up on training?

## Measures

- How were the measures being perceived by the field test participants?
- What were the participants views on weighting the measures?

## Implementation

- Were the measures being implemented to fidelity?
- What were the issues surrounding successful implementation?

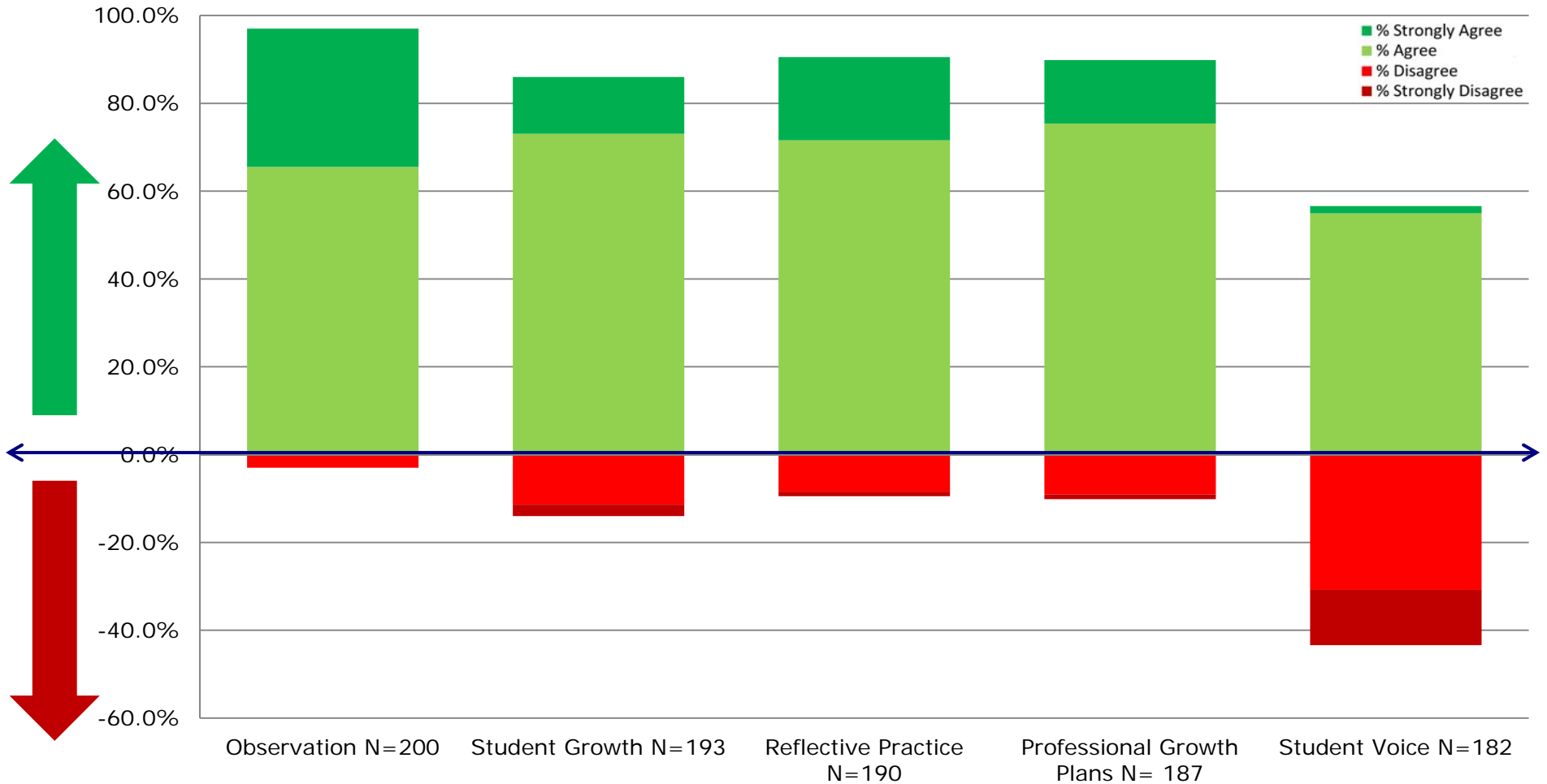
## Findings: The Training

- Participants understood how the measures related to the PGES.
  - The participants feel very strongly that the PGES measures are appropriate to support the PGES (except Student Voice). There needed to be greater follow up on the PGP/SR portions of the PGES throughout the year.
  - Many participants did not feel they had the Student Voice Questions ahead of time.
  - Principals and teachers did not discuss how to rate student growth goals at the beginning of the year.
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## Findings: The Measures

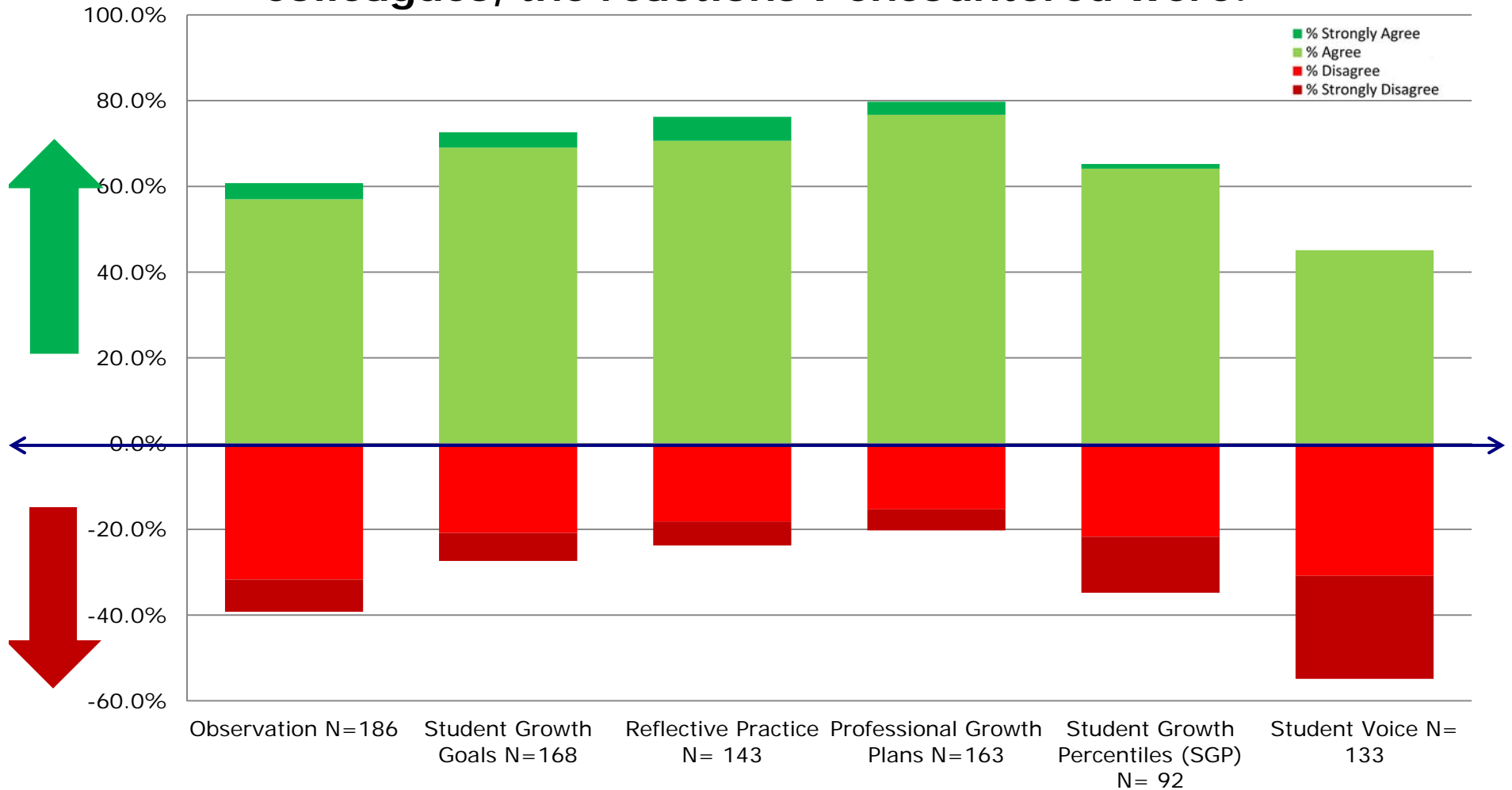
- Participants felt strongly that the Classroom Observation, Student Growth and PGP/SR tools were all appropriate measures to support the PGES.
- Participants feel strongly that they could use the Student Voice Data to inform their practice.
- Participants did not feel that student feedback around teachers' performance was an appropriate measure to support the PGES.

The Following Measure is appropriate to support the PGES





When discussing the following measures with my colleagues, the reactions I encountered were:



## Caveats of the Survey Data

- One item read: "Student feedback around teacher performance is an appropriate measure to support the PGES." The Student Perception Survey does not measure teacher performance, it measures learning environment.
- Not all participants discussed the measures with their colleagues.

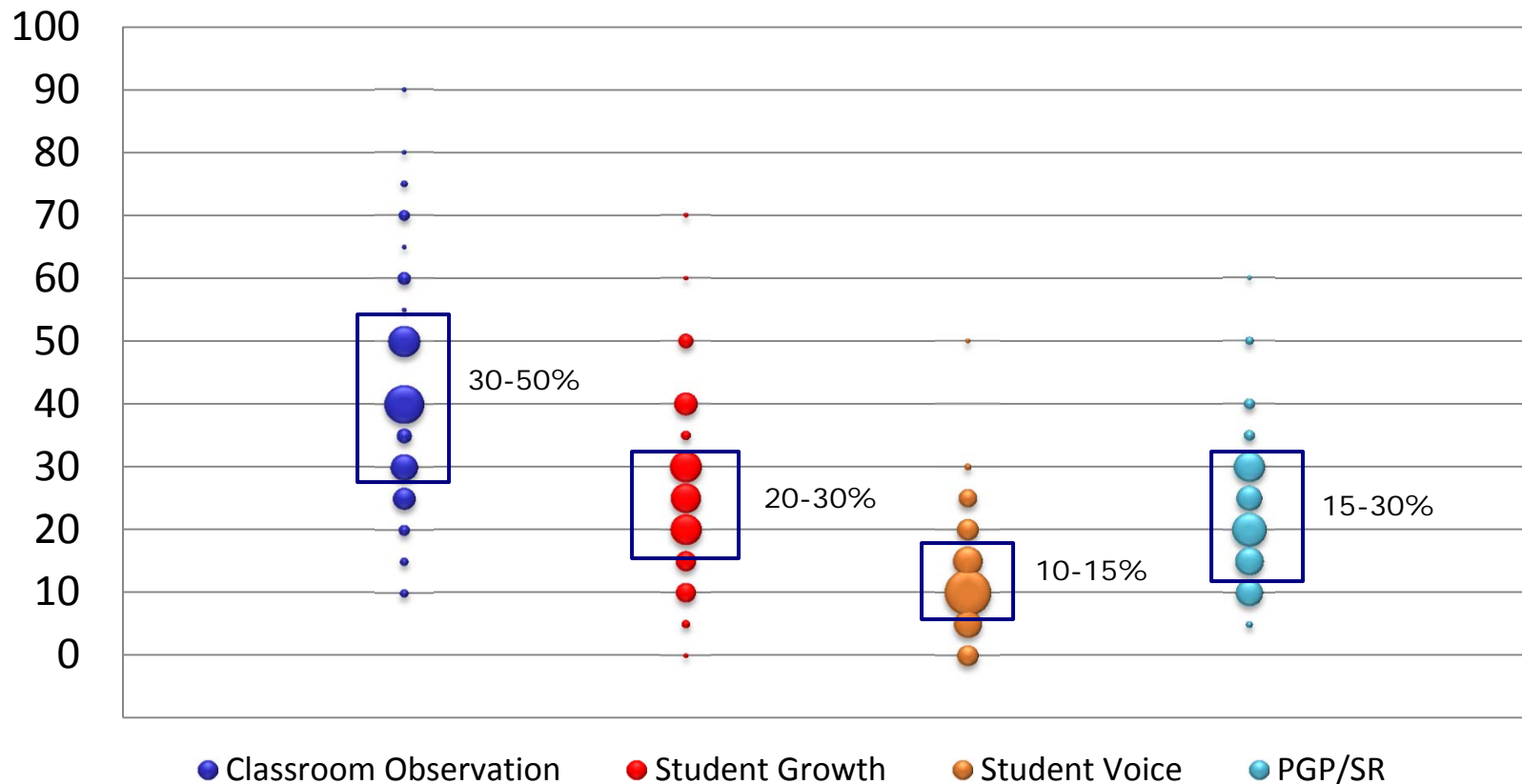
# Weighting of Measures

Teachers were asked what weightings they would attach to the measures.

	Observation	Student Growth	PGP	Student Voice
Teachers N=134	39.96 (14.6)	25.56 (11.1)	22.46 (9.3)	12.01 (7.4)
Principals N=54	39.91 (9.3)	27.41 (10.7)	20.09 (8.3)	12.59 (6.4)
All Participants N=188	39.94 (13.3)	26.09 (11.0)	21.78 (9.1)	12.18 (7.1)
Focus Group Participants N=32	41.94 (11.4)	27.49 (8.5)	21.91 (7.1)	8.66 (5.3)

Note: Standard Deviations in Parentheses

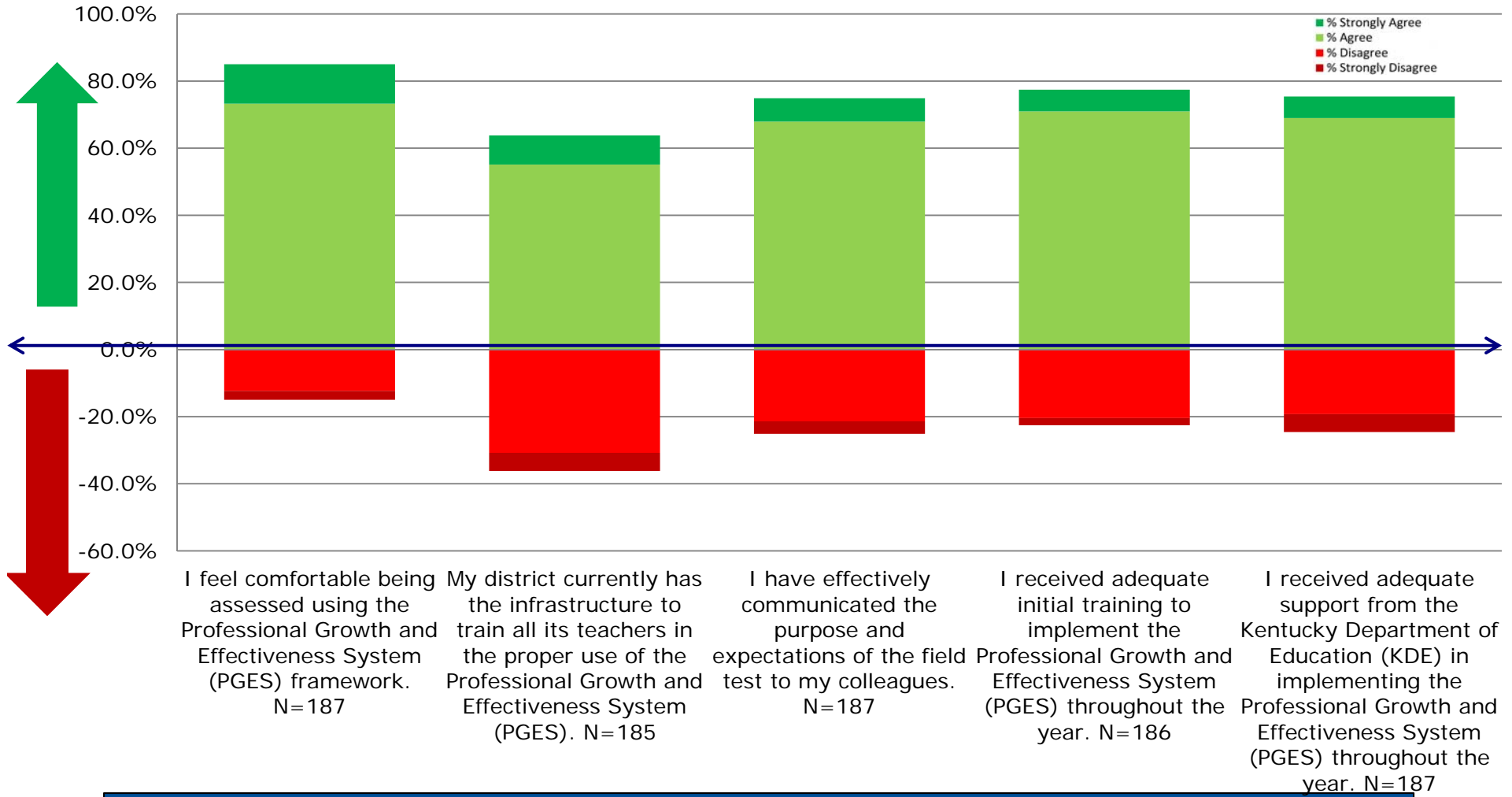
# Educator Perceptions of the PGES Weighting



## Findings: Implementation

- Many participants felt comfortable being assessed using the PGES framework.
- Participants feel they had adequate training to implement the PGES throughout the year.
- Many participants did not feel that their districts had the infrastructure to train their teachers in the proper use of the PGES.

### Overall PGES Perceptions



## Research Agenda 2013-2014

- The MET study examined the relationship between different measures of teacher effectiveness and student growth.
- Research questions will guide our evaluation of the multiple measures.
- Examine the correlation of measures and domains with student growth.
- Examine the implications for Statewide Educator Effectiveness Systems in urban and rural contexts.
- Examine the costs to districts for PGES implementation.

# Replication of the MET Study

- KDE will use Student Growth Percentiles (SGP) to measure student growth in assessed classes as compared to Value Added Measures (VAM).
- KDE will examine the correlations each of the multiple measures have with a teachers' median SGP and each other.
- Along with focus groups and surveys, we will use the data from the multiple measures in order to determine effectiveness ratings.



## Research Questions

- Do the measures of the PGES when taken as a whole, make up a valid system for determining Teacher Effectiveness?
- Do the measures of the PGES correlate with one another?
- Do the measures of the PGES correlate with the state SGP?
- Do the measures of the PGES when taken together correlate with Student Growth Percentiles.
- Does the number of classroom observations correlate with student achievement?
- Do ratings by measure or domain give more accurate teacher effectiveness results.