

Evaluating Rewarding EDUCATOR EFFECTIVENESS

Navigating the Evolving Landscape

A collaborative conference for practitioners,
policy-makers and researchers.

Hosted by:



NATIONAL CENTER ON
Performance Incentives



VANDERBILT
PEABODY COLLEGE

SEPTEMBER 20–21, 2010

VANDERBILT UNIVERSITY STUDENT LIFE CENTER • NASHVILLE, TENNESSEE

SEPTEMBER 20, 2010, *morning*

Morning Agenda

7 a.m.–8 a.m.	Registration and Continental Breakfast
8 a.m.–8:15 a.m.	Welcome and Opening Remarks
8:15 a.m.–9:30 a.m.	Panel Discussion I: <i>Models for Evaluating Educator Effectiveness</i>
9:30 a.m.–9:45 a.m.	Networking and Break
9:45 a.m.–11 a.m.	Panel Discussion II: <i>Challenges for Measuring Educator Effectiveness</i>
11 a.m.–11:15 a.m.	Networking and Break

Afternoon agenda and panel descriptions continue on next page...



Panel Discussion I

Models for Evaluating Educator Effectiveness

Chaired by **Sabrina Laine**, Chief Program Officer of the National Comprehensive Center for Teacher Quality, the panel offers thought-provoking discussion on policy considerations with model development in measuring educator effectiveness.

As director of human capital management for the District of Columbia Public Schools (DCPS), and former middle school mathematics teacher, **Jason Kamras** leads DCPS in establishing models to assess the performance of teachers and other school-based staff with the DCPS IMPACT program.

Drew Gitomer's research interests include policy and evaluation issues related to teacher education, licensure, induction and professional development. His studies have focused on enhancing the validity base for teacher licensure assessments (Praxis™) and advanced certification of teacher assessments (National Board for Professional Teaching Standards), and developed the Massachusetts School Inspection Protocol and trained inspectors.

President and Director of Accountability and Leadership for Class Measures, **Peter Davies** has worked in school and district accountability for more than ten years in the United States, Europe and the Middle East. He currently consults to the Department of Elementary and Secondary Education in Massachusetts, The National Institute for School Leadership and Standard and Poor's: School Matters.

Tony Bagshaw, former principal and assistant superintendent, leads Battelle for Kids' work in human capital strategies. Well versed in outcomes-based measures and approaches to improved educator performance, Tony has worked closely with the Ohio Education Association and Ohio Federation of Teachers to collaboratively move value-added initiatives forward in the state.

Panel Discussion II

Challenges for Measuring Educator Effectiveness

Chaired by **David Sigler**, Principal Associate at the Annenberg Institute of School Reform, the panel will feature presentations and discussion around current efforts to measure teacher and principal effectiveness, including implementation successes and challenges.

John Barker is Executive Director, Office of Research and Evaluation, Memphis City Schools, one of six participating districts in the Bill & Melinda Gates Foundation's Measures of Effective Teaching (MET) project. This project looks at multiple dimensions of teaching effectiveness including observations, student voice and test and non test-based data.

Jason Glass, as former Director of Human Resources for Eagle County Schools in Colorado, overcame technical challenges such as measurement reliability and consistency, untested subjects/grades, value-added results, and translating those evaluative measures to compensation.

Joseph Murphy, Frank W. Mayborn Chair of Education and Associate Dean for Special Projects at Vanderbilt University's Peabody College directed the development of the ISLLC Standards for School Leaders and chaired the research panel that produced the revisions to those standards-ISLLC: 2008. He led the CCSSO team that developed the specifications with ETS for the School Leaders Licensure Assessment (SLLA). He is also one of the four co-creators of the [Vanderbilt Assessment of Leadership in Education](#).

J. Todd White, Chief Executive Officer of PhocuseD on Learning, served in senior roles with the National Institute for Effective Teaching and the Teacher Advancement Program, and as a principal worked closely with faculty to overcome the challenges of measuring educator effectiveness to transform practice and dramatically increase student achievement.

SEPTEMBER 20, 2010, *afternoon*

Afternoon Agenda

11:15 a.m.–12:30 p.m. **Panel Discussion III: *The Intersection of Measuring and Rewarding Educator Effectiveness: A State Perspective***

12:30 p.m.–1:30 p.m. **Lunch and Keynote: *The ABCDs of Strategic Compensation*** with Jim Mahoney, Battelle for Kids

1:30 p.m.–1:40 p.m. **Networking and Break**

1:40 p.m.–2:25 p.m. **Breakout Sessions I**
(Select one of four)

2:25 p.m.–2:35 p.m. **Rotate and Break**

2:35 p.m.–3:20 p.m. **Breakout Sessions II**
(Repeated, select one of four)

3:20 p.m.–3:30 p.m. **Networking and Break**

3:30 p.m.–4:30 p.m. **Special Session: *Data Dilemmas: Quality and Communication***

Panel Discussion III

The Intersection of Measuring and Rewarding Educator Effectiveness: A State Perspective

Chaired by **Tabitha Grossman**, Senior Policy Analyst at the National Governors Association, the panel will feature state-level education officials sharing their perspectives around issues of measuring and rewarding educator effectiveness in their states.

Jeanne Burns, Associate Commissioner of Teacher and Leadership Initiatives, Louisiana Board of Regents, has assisted state leaders in the redesign of teacher education and compensation along with the implementation of a new teacher preparation accountability system incorporating value-added analysis.

Erin O'Hara, Policy Advisor, Governor's Office of State Planning and Policy, State of Tennessee, was instrumental in Tennessee's Race to the Top application process. As Tennessee begins to implement First to the Top, many of the policy changes are being taken to action in respect to educator effectiveness.

Shayne Spalten, is Chief Human Resources Officer, Denver Public Schools, Colorado, and is responsible for the district's recruitment and staffing, labor and employee relations, performance management, compensation and benefits, as part of the district's ProComp program, a groundbreaking compensation system that links teacher pay to the school district's instructional mission.

Special Session

Data Dilemmas: Quality and Communication

Chaired by **Baron Rodriguez**, Director of State Data Systems at the Data Quality Campaign, the panel will feature presentations by individuals who have had extensive experience building and cleaning large, longitudinal data sets, using those data to determine teacher effectiveness, and communicating results to teachers and principals.

As Assistant Superintendent, Research and Accountability, Houston Independent School District, **Carla Stevens** leads the district's ASPIRE award program, which incorporates data from multiple systems such as Chancery, PeopleSoft, EVAAS and state accountability data to accurately produce awards totaling \$40.4 million in January of 2010.

Rick Rozzelle, President and CIO of CELT, and previous CIO for Charlotte-Mecklenburg Schools and the Tennessee Department of Education, leads a Bill & Melinda Gates Foundation-funded five-state initiative to improve statewide longitudinal data systems with respect to the teacher-student data link and associated policies.

Todd Hellman, Managing Director at Battelle for Kids, leads clients nationwide in solving data quality problems, including the challenges of teachers-to-student data linkage, instructional attribution, and data necessary to support the most accurate teacher level value-added analysis and performance-based compensation programs.

Breakout Sessions

Implementation of IMPACT

Representatives from the District of Columbia Public Schools share their experiences with the design and implementation of IMPACT, an evaluation system that assesses employee performance and links compensation to assessment results.

Measuring Effective Teaching in Memphis

Representatives from Memphis City Schools discuss their use and development of alternative teacher evaluation measures, with a focus on non-tested grades and subjects. Their process of implementation will also be discussed.

Lessons from the AIMS Consortium

Representatives of Tennessee's AIMS Consortium share their experiences developing and implementing an evaluation system for teachers and principals.

Implementation of Tennessee's First to the Top

Representatives with direct involvement with Tennessee's Race to the Top application and First to the Top program discuss the program's focus and implementation.

SEPTEMBER 21, 2010

Agenda

7 a.m.–8 a.m.	Registration and Continental Breakfast
8 a.m.–9:15 a.m.	Keynote Presentation: <i>Creating Cultures of Performance in Schools</i> with Timothy Webb, Commissioner of Education, Tennessee
9:15 a.m.–10:45 a.m.	Panel Discussion IV: <i>Lessons from Research</i>
10:45 a.m.–11 a.m.	Networking and Break
11 a.m.–12:15 p.m.	Panel Discussion V: <i>Innovations and Lessons from the Field</i>
12:15 p.m.–1:45 p.m.	Lunch and Presentation
1:45 p.m.–1:55 p.m.	Networking and Break
1:55 p.m.–2:40 p.m.	Breakout Sessions III (Select one of four)
2:40 p.m.–2:50 p.m.	Rotate and Break
2:50 p.m.–3:35 p.m.	Breakout Sessions IV (Repeated, select one of four)
3:35 p.m.–3:45 p.m.	Closing

Breakout Sessions

Chicago's Excellence in Teaching Project
Representatives from Chicago's Excellence in Teaching Project discuss their work piloting teacher observations, and the correlation of those observations to student performance on standardized achievement tests.

The Other Outcome: Student Hope, Engagement, Wellbeing
Representatives from Gallup, one of the nation's largest research organizations, discuss their efforts to capture student attitudes and perceptions to assist schools in building cultures that support student success.

Perspectives from Austin Independent School District's REACH
Representatives from Austin Independent School District in Texas discuss their strategic compensation system and the use of student learning objectives as measures of teacher effectiveness.

Public Educators Accelerating Kids (PEAK) in Ft. Worth
Representatives from Fort Worth Independent School District in Texas discuss their measures of teacher accountability, and how the measures are linked to compensation in their pay-for-performance program.

Panel Discussion IV *Lessons from Research*

Chaired by **Dale Ballou**, Associate Professor of Education and Policy at Vanderbilt University's Peabody College, this panel will include presentations from researchers examining questions related to evaluating and rewarding teacher effectiveness, presenting a brief overview of their individual work, and critical issues for future study.

Challenges in Evaluating Special Education Teachers and English Language Learner Specialists: **Lynn Holdheide**, Research Associate, Vanderbilt University's Peabody College and **Dan Reschly**, Professor of Education and Psychology Vanderbilt University's Peabody College

Avoiding a Rush to Judgment: Teacher Evaluation and Teacher Quality: **Robert Rothman**, Senior Fellow, Alliance for Excellent Education (paper co-authored with Thomas Toch)

Evaluation of the Excellence in Teaching Pilot: **Sara Ray Stoelinga**, Senior Research Analyst, University of Chicago Urban Education Institute (paper co-authored with Lauren Sartain and Eric Brown)

Using Student Performance Data to Identify Effective Classroom Practices: **John Tyler**, Associate Professor, Education Department, Brown University (paper co-authored with Eric Tyler, Thomas Kane and Amy Wooten)

Panel Discussion V *Innovations and Lessons from the Field*

Chaired by **Brad Jupp**, Senior Program Advisor for the U.S. Department of Education, panelists will present and discuss innovative programs and strategies that contribute to building cultures of performance in schools.

Punita Dani-Thurman, is Executive Director of Strategic Initiatives at Fort Worth Independent School District, Texas, which includes their PEAK program with goals of student achievement, operational effectiveness and efficiency and family involvement and community engagement.

Stephen Elliott, Dunn Family Professor of Assessment at Vanderbilt University's Peabody College, is an educational psychologist and currently co-directs three USD OE research grants concerning the design and validation of alternate assessments for students with disabilities and a fourth USD OE project to validate the Vanderbilt Assessment of Leadership in Education (VAL-ED).

Gary L. Gordon, Strategic Consultant, Education Practice, Gallup, Inc. consults with school districts, businesses and organizations on human resources selection and development, leadership and workplace management, including Gallup's student poll that measures student hope, engagement and well-being.

Joann Taylor, Senior Associate of Student Learning and Assessment at Austin Independent School District (AISD), Texas, collaborates with teachers to create Student Learning Objectives for AISD REACH, a strategic compensation initiative and forward-thinking effort developed and designed to support and reward teachers based on classroom success.

About The National Center on Performance Incentives (NCPI)

The National Center on Performance Incentives was established in 2006 through a \$10 million, five-year research and development grant from the United States Department of Education's Institute of Education Sciences. NCPI conducts independent and scientific studies on the individual and institutional effects of performance incentives in education. The purpose of the Center is to address one of the most contested questions in public education: Do financial incentives for teachers, administrators, and schools affect the quality of teaching and learning? NCPI's work involves a series of rigorous research initiatives, including randomized field trials and evaluations of existing pay for performance programs.

To learn more, visit www.performanceincentives.org.



About Battelle for Kids

Battelle for Kids is a national, not-for-profit organization that provides strategic counsel and innovative solutions for today's complex educational-improvement challenges. Our mission-driven team of education, technology, communications and business professionals specializes in creating strategies that advance the development of human capital, the use of strategic measures and the implementation of effective practices in schools. We partner with state departments of education, school districts and education-focused organizations to advance these strategies with the shared goals of: improving teaching effectiveness and student progress; informing instructional practice in real time; recognizing and rewarding teaching excellence; and aligning goals and maximizing impact in schools.

To learn more, visit www.BattelleforKids.org.



About Vanderbilt Peabody College

Vanderbilt University's Peabody College of education and human development is the top-ranked graduate school of education in the nation, according to U.S. News & World Report, and has held Top 10 rankings for the last 14 years. Peabody's education and research programs span human and organizational development, psychology, organizational leadership, policymaking, and special education. In fiscal 2009, Peabody received more than \$35 million in external funding, and is the only institution in the country to house three national research and development centers funded by the United States Department of Education's Institute of Education Sciences.

To learn more, visit peabody.vanderbilt.edu.

Venue Information

Vanderbilt University Student Life Center

310 25th Avenue South
Nashville, Tennessee 37240
(615) 343-0371
www.vanderbilt.edu/studentlifecenter/

Hotel Information

A special room rate is available at the Symposium hotel site for attendees requiring overnight accommodations.

Nashville Marriott at Vanderbilt University

2555 West End Avenue
Nashville, Tennessee 37203
(800) 285-0190 or (615) 321-1300
Book online at www.marriott.com/bnaav with group code VEEVEEA.

Special symposium Rate: \$149 single rate (plus tax)
Reference group name: Educator Effectiveness Conference

Registration Information

\$199 per registrant
\$175 per registrant for groups of three or more
To register online, go to www.BattelleforKids.org/go/symposium.

QUESTIONS

Registration

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