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| **Slide** | **Text** |
| **1** | Educator Effectiveness Status and Standards 6 and 8. |
| **14** | By the end of this module the learner will:•Compare ratings and status•Determine the effectiveness status•Understand the different status categories•Understand the calculation of rolling average |
| **15** | Let’s examine the graphic to better understand how the rolling average works. Each year, the teacher receives a standard 6 rating based on student growth during that school year. The three standard 6 values combine into a three-year average that is used as part of the status determination. The rolling average is made up of this year’s standard combined with the most recent past 2 years of individual standard 6 rating. This means that for the 4th year rolling average, the first year drops off. We use years 2, 3 and 4 to make up the standard 6 average. |
| **16** | Up to this point we have discussed ratings for teachers and administrators. Ratings alone do not provide a complete picture of educator effectiveness. A more holistic picture is needed. Educator Status provides a more holistic picture of educator effectiveness than any one standard taken alone. Even though both relates to educator effectiveness, ratings and status are not the same. With ratings, teachers receive six separate ratings to help them grow each year. Principals receive eight separate ratings to help them grow each year. Whereas, a single overall status is assigned once a principal or teacher has three years of individual growth data to populate six or eight. There are three categories for Status a) in need of improvement, b) effective, or c) highly effective.Once an educator has a 3-year rolling average of standard 6 ratings, the rolling average is combined with each subsequent year’s summary ratings for standards 1-5 to determine that teacher’s status. Each subsequent year will yield new summary ratings for standards 1-5 to be added to that year’s new standard 6 rolling average. Standards 1-5 are never averaged. Each year’s summary ratings for standards 1-5 are combined with the new standard 6 average to generate a new teacher status. The Status categories and relationship to ratings for standards 1-5 and 1-6 will be explored later in the module. |
| **17** | An educator receives an effectiveness status only once he or she has 3 years of data on standards 6 or 8.The use of three years of data safeguards teachers and administrators from any statistical errors. A 3-year rolling average of growth from standards 6 or 8 will be used to determine overall status, which means that the teacher’s or administrator’s current, and most recent two years of data, will inform a status determination. |
| **18** | Let us begin by reviewing the process for determining principal status.An administrator is in need of improvement if any rating on standard 1 – 7 is developing or not demonstrated, or if the rating for standard 8 is “does not meet expected growth.” Of course, if an administrator’s school is not meeting expected growth, we expect that this will be reflected in one of the other standards.An administrator receives a status of “effective” if the ratings on standards 1-7 are proficient or higher and receives a rating of “meets or exceeds expected growthAnd to receive a status of “highly effective” an administrator must be rated accomplished or higher on standards 1-7 and rated as exceeding expected growth on standard 8Now it is time for you to assess your understanding of process used to determine Administrator Status. Examine the data provided on the dashboards and determine the Status for each.  |
| **19** | Now let us take a look how teacher status is determined.A teacher is in need of improvement if any rating on standard 1 – 5 is developing or not demonstrated, or if the rating for standard 6 is “does not meet expected growth.” Of course, if a teacher is not meeting expected growth, we expect that this will be reflected in one of the other standards.For example: IF a teacher is rated accomplished in all standards 1-5, but if their standard 6 rating is “does not meet expected growth” that teacher’s status will still be “in need of improvement”.A teacher receives a status of “effective” if the ratings on standards 1-5 are proficient or higher and receives a rating of “meets or exceeds expected growth.And to receive a status of “highly effective” a teacher must be rated accomplished or higher on standards 1-5 and rated as exceeding expected growth on standard 6Please note, that highly effective is a very high bar. Please remember that proficiency is what we expect for ratings on standards 1 – 5, and meeting expected growth is what we expect for standard 6. Effective teachers are doing what they need to do for their students. Highly effective teachers are those going above and beyond expectations. These are the individuals who can lead PLCs, mentor new teachers, and serve in leadership capacities. And to receive a status of “highly effective” an administrator must be rated accomplished or higher on standards 1-7 and rated as exceeding expected growth on standard 8 |