



Rule Development Workshop Presentation Script

Calculations of Student Learning Growth for Use in School Personnel Evaluations and Instructional and School Administrator Evaluation Systems

Public Input on Draft Rules 6A-5.030 and 6A-5.0411, F.A.C.

January 30, 2018

Slide 1

Good morning, ladies and gentlemen and welcome to the Rule Development workshop and webinar, with an opportunity for public input on draft rule text for Rules 6A-5.0411 – Calculations of Student Learning Growth for Use in School Personnel Evaluations and 6A-5.030 – District Instructional and School Administrator Evaluation Systems. With me today are members of the Bureau of Educator Recruitment, Development, and Retention, the Bureau of Accountability Reporting, as well as other Department staff.

So that everyone is aware, we are conducting this workshop both as a webinar via conference call and face-to-face. I would like to go through a few instructions for all of our different groups of people joining us today. For everyone's information, today's webinar and conference call are being recorded and the recording, the presentation materials and the transcripts will be posted to our website within 10 days.

It will be extremely helpful if you have the draft rule text available so you can follow along as we go through the rule. The draft rule language was sent to the District Evaluation Contact listserv, and any members of the public who requested copies. For those of you in the room who did not bring a copy of the rule and supporting documents with you, we have copies available in the back of the room.

Rule Development Workshop Presentation Script

Slide 2

We are going to conduct our workshop in three sections.

The first part will be an overview presentation of the authorizing statutes that are the underpinnings to this rule and form the basis for this draft rule language. Within this part we will then provide to you the basic rule text itself.

After we have reviewed the statutes and more specifically the rule language being discussed today, there will be two parts that will be interactive.

These interactive portions of today's workshop include Part Two where everyone who is participating, whether it is via the webinar or conference call OR in-person, can ask clarifying questions. This provides an opportunity for someone to make sure he or she understands properly what was said during the presentation, whether it was in the statute or in the draft rule text. DOE staff will provide responses or, if necessary, take questions back for later response. These questions – and also the comments that follow – will help the Department to improve the draft rule text.

After the question and answer session has ended, we will go to Part Three, which is the actual public comments' section for this rule development workshop on the rule itself.

During this time, audience participants, whether physically participating by being in the meeting room, or participating by conference call or webinar, who wish to make a comment about the rule, will have an opportunity to do so. During this time there will be no responses, or questions, or debate.

Slide 3

A few more details about input and participation.

When you are asking a question or making a comment, please state your name and your affiliation, which can be just your institution, your school district, your association, or anything else you want us to know about where you are from.

Persons in the room who wish to ask questions or make comments, we ask that you fill out a speaker's card where you will write your name and your affiliation down so that we have the spelling correct for the record. Please give your speaker's card to one of the Department staff prior to the question and comment time.

If you are participating by conference call, please follow the instructions that the operator will provide during part two and three.

If you are participating via the webinar, you can type your question into the text box.

Rule Development Workshop Presentation Script

When we get to Part Three, the Comment Section, depending on how many people are in the queue to make comments and depending on how much meeting time we have left, we may limit those comments to a certain amount of time that allows everyone the opportunity to speak who wishes to do so.

If you prefer to submit your questions or comments in writing, you can do this at any time.

You can mail them to us; you can leave them here if you are in the room. You can provide input to the State Board of Education's website as noted on this slide.

Slide 4

One last thing about input and participation. This rule is being advertised for public comment. It is draft rule text. It is extremely important to us that we have your comments and suggestions for change.

This can be things like "Please keep this text." "Please delete this section." "Please add something about dot dot dot" or "I like where you are going on this except that I think that you need to change it to – or clarify it to say – such and such.

In order to improve the rule text, we also ask that you be as specific as possible.

So let's go ahead into Part One, which is the part of the presentation regarding what's in the law and an overview of what is in the draft rule text.

Slide 5

The first item we should discuss and share is the rule adoption timeline.

As I mentioned, we are currently in rule development. A Notice of Rule Development was published in November 2017, and a second notice with this workshop listed was published earlier this month.

Today, now, we are hosting a workshop and asking for input on the draft text. Public input and feedback will remain open all the way until this rule goes to the State Board of Education for possible adoption. Throughout this time, the public comment avenues are open to you and changes to the proposed language being presented to you today for your consideration will continue.

Throughout February, we will review and consider any additional public input or comment we have received as a result of today's workshop. We anticipate that we will publish a final version in February, which the Commissioner will present to the State Board of Education for consideration at the March 2018 board meeting.

Now I'm going to hand it over to Jason Gaitanis.

Rule Development Workshop Presentation Script

Slide 6

As most of you are aware, House Bill 7069 amended section 1012.34, Florida Statutes, to make the use of VAM optional, which also makes the interpretation of VAM scores for those districts that elect to use them optional as well. This necessitated several changes to the rule that articulates the state board-approved methodology for interpreting and classifying VAM scores, which is Rule 6A-5.0411, F.A.C.

So, now we will go through the goals for the process of making changes to that rule and then walk through section by section to describe what specifically we are changing and why.

Slide 7

The goals for this process are to update language throughout the rule that clarifies that VAM use is optional, to clarify that school VAM scores are an aggregate of teacher VAM scores within that school, and to remove some obsolete language about usage exemptions that now longer apply because the use of VAM is now optional.

Slide 8

The subsections of the rule remain the same. There is a purpose section; a definitions section; a section about articulating the actual formulas for measuring student learning growth and what covariates are included; a section about the data that is collected and reported for VAM specifically; and then finally, section five has been slightly altered to clarify that instead of being performance level standards, now it's about classifying and interpreting scores.

Slide 9

So in the Purpose section, the language has been updated to clarify that the use of VAM data, and the classification methodology articulated in the rule, is now optional based on changes to statute resulting from the passage of HB 7069 in 2017, and that the classification methodology articulated in the rule is the one used in the teacher preparation program accountability system.

Slide 10

In the Definitions section, the only change was non-substantive to the technical terminology defining the term covariate to make it clearer.

Rule Development Workshop Presentation Script

Slide 11

In the Formulas for Measuring Student Learning Growth section, the language was updated to strike language requiring the use of VAM scores for teachers who receive them, and clarify what school VAM scores represent in the files provided to districts.

Slide 12

In the Data Reported and Collect for VAM section, the language was updated to clarify that school VAM scores are provided in the files districts receive for their optional use in administrator evaluations, and that aggregate school VAM scores are available based on the most recent 1, 2 or 3 year period for use in school administrator evaluations, and can be used selectively or combined based on the years an administrator was assigned to the school.

Slide 13

In the Clarifying and Interpreting Scores section, which has the largest number of changes, the language is updated to rename this section of the rule; clarify that the classification methodology articulated is the one the department will use for analyses and research that incorporate VAM data; and clarify that this classification methodology remains optional for districts, even if they elect to use VAM data.

Slide 14

The language in this section is also updated to strike obsolete language for exceptions from required use of former performance-level standards because all use of VAM is now optional; clarify that Algebra 1 ratings are classified using the same methodology as ELA and Mathematics; and strike obsolete language governing the implementation of the performance-level standards into district evaluations.

Slide 15

I want to take a moment to articulate that there are still three sections in statute that make specific reference to the student learning growth formula approved by the commissioner under section 1012.34. These include section 1004.04(4)(a)3.c., F.S. - Continued approval for teacher preparation programs, the APPR score will continue to use VAM data and the classification methodology; Section 1012.56(7)(c), F.S. - One-year extension of a temporary certificate based on Effective or Highly Effective rating on VAM; and finally Section 1012.731(3)(a)2., F.S. – Beginning in 2020-21, allows a classroom teacher to qualify for the highest award tier of Best and Brightest without an overall evaluation of Highly Effective if the teacher has a VAM score that is classified as Highly Effective.

At this point I will turn it over to Jenna to talk about the other rule.

Rule Development Workshop Presentation Script

Slide 16

Now we are going to talk about Rule 6A-5.030, F.A.C., regarding instructional personnel and school administrator evaluation systems.

Slide 17

The authorizing statute for instructional personnel and school administrator evaluation systems is section 1012.34, Florida Statutes. In this statute the legislature outlined the purpose: for each district to establish and maintain an evaluation system that increases student academic performance by improving the quality of instructional, administrative, and supervisory services.

As you know, this requirement has been established in statute for years. So, what brings us here today?

Slide 18

During the 2017 Legislative Session, a bill was passed, House Bill 7069, which provides flexibility to districts in selecting the assessment data to be used for calculating the student performance component.

The passage of this bill required us to reopen the implementing rule to make changes to the rule language and incorporated forms.

Slide 19

Now, while we had the rule open, we decided to take the opportunity to make other changes based on feedback we have received over the last several years.

We had three main goals.

First was to streamline the templates while targeting multiple audiences. One of my bureau's strategic goals is that teachers and administrators understand how they are being evaluated. While the department is one audience of the templates, we wanted to ensure that teachers and administrators would find it equally as valuable. We also wanted to simplify the way we request and organize the information for a more readable document, as these documents can be over 100 pages long.

Our second goal was to create feasible timelines for the review and approval process, as well as the monitoring process. And lastly, to update any requirements as necessary.

Rule Development Workshop Presentation Script

Slide 20

Section 1012.34 Florida Statutes, authorizes the State Board of Education to adopt rules to administer this section. So, let's turn to the draft rule language itself for your review and consideration.

Slide 21

First, let's review the revised structure of Rule 6A-5.030.

The first two subsections, provide an overview of the language you will see throughout the rule and forms. The third subsection outlines all of the requirements for instructional and administrator evaluation systems, while subsections four through seven outline the processes. And finally, subsection eight, provides the templates to be used for submitting evaluation systems.

Slide 22

Subsection (1) outlines the purpose of the rule which is to set forth the requirements for the annual evaluation of instructional personnel and school administrators. The rule establishes criteria and implementing procedures for district evaluation systems; delineates the responsibilities of the district and the department; sets forth submission, review, and approval criteria; and prescribes reporting and monitoring requirements.

Slide 23

Subsection (2) provides definitions for terms used in the rule or incorporated forms to ensure consistency in interpretation and establish a common language.

For example, "newly hired by the school district" is a term that could easily mean two different things to two different people. However, the rule provides clarity by defining it as the first calendar year in which classroom teachers are employed by the school district in a full-time instructional position. This is also an example of a definition that was slightly revised.

In all, we added three terms, removed one, and revised three definitions, but largely they remained unchanged.

Slide 24

Subsection (3) of the rule outlines the required components the district must include in a submission of an instructional or school administrator evaluation system in order to receive approval.

Rule Development Workshop Presentation Script

Slide 25

Now we are going to go a little out of order and jump to subsection (8). To be helpful, we have incorporated the requirements of subsection (3) into two templates for districts to use when submitting an evaluation system: Form IEST and AEST.

Slide 26

As I mentioned before, one of our main goals was to streamline the templates districts must use when submitting an evaluation system.

From a high level, the templates do not appear to be much different. Many of the sections even have similar titles. However, as we dive deeper into the templates, you will see how the proposed changes have been designed to lessen the burden placed on districts.

Slide 27

The first section of the templates is the Evaluation System Overview, which is where the district describes the purpose of their evaluation system and provides a high-level summary.

This addition was in response to trends we found in submitted plans of this information needing a “home.” In the current template, this information would be provided throughout or in an unrelated section, leading to disjointedness.

We also felt it was important to provide districts with a place to communicate the purpose of their systems, so that their teachers and administrators understand why we evaluate. That we don’t evaluate for the sake of evaluating, or out of mere compliance.

Slide 28

But rather, we evaluate to meet the learning needs of our students and the professional development needs of our teachers and administrators.

In order to ensure that every child learns from the most effective teachers possible, schools must be able to gauge their teachers’ performance fairly and accurately. Evaluation results can give us this data, and should form the bedrock of teacher development.

This is one of the things the Department wants to ensure the templates help districts communicate to their teachers and administrators.

Rule Development Workshop Presentation Script

Slide 29

Now, when trying to streamline the templates, we asked ourselves several questions. First, were there any questions that are duplicative to requests from other bureaus or established processes? Second, where can we be helpful during the review process? And third, where can we be helpful during monitoring?

As a result of this analysis, we embraced the notion of separating requirements into two groups, assurances and narrative responses.

Part II of the templates contains a series of assurances that the district must check off that they are in compliance, but do not have to provide any further information for during the drafting process.

However, that does not mean these things are not important; as monitoring begins to ramp up, districts must continue to ensure these requirements are met and be prepared to provide evidence of these assurances upon request.

Now, let's look at a few examples of questions that we are proposing to make assurances.

Slide 30

In the current template, districts are asked to describe how the results from the evaluation system will be used for professional development. These open narrative answers typically range from one-half to one page.

In the proposed template, this question, as well as how districts will use the results from the evaluation system to inform the development of school and district improvement plans, will be an assurance.

Slide 31

In the current template, districts are asked to describe the training programs for employees receiving evaluations and those with evaluation responsibilities. These open narrative answers typically range from one-half to two pages.

In the proposed template, this question will be an assurance.

Slide 32

In the current template, districts are asked to describe their self-monitoring processes for their evaluation systems. These open narrative answers typically range from two to four pages.

In the proposed template, this question will be an assurance.

Rule Development Workshop Presentation Script

Slide 33

In Part III of the template, districts provide information regarding the observation and evaluation of personnel.

In the current template, this information is provided in pieces in several sections, which makes it difficult to get a clear picture of how the district's system works.

To add clarity and streamline the information, we use a series of three tables in the proposed templates to succinctly collect the information rather than open narrative responses. This not only helps during the review process, but also helps teachers and administrators to quickly access this information.

Slide 34

As you can see in this example, the table is requesting information regarding the number of evaluations for various groups of teachers, as well as when evaluations are conducted and when results are communicated.

Slide 35

In Part IV, the district provides information regarding the components that will feed into the summative rating calculation.

As depicted in the graphic, personnel evaluations may include up to three components. The first two components, Instructional Practice or Leadership and Performance of Students, are required and each must account for a minimum of one-third of the summative rating. The third component, Other Indicators of Performance, is optional and may account for up to one-third of the summative rating.

Slide 36

For each of these components, the district provides the percentage of the evaluation based on the component, and a description of the step-by-step calculation for determining the component rating, including cut points for differentiating performance. If the district chooses to include Other Indicators of Performance, the district also provides a description of the indicators to be included.

To simplify the information provided in these sections, the template includes a combination of fill-in-the-blank and open narrative questions.

Slide 37

In the Summative Rating Calculation section, the district provides a description of the step-by-step calculation for determining the summative rating, as well as two sample summative rating calculations: one for an employee receiving an Unsatisfactory rating and one for an employee receiving a Highly Effective rating.

Rule Development Workshop Presentation Script

Slide 38

And finally, to improve the flow of the templates, standalone documents, such as the observation instruments, were pulled out of the front matter and will be added by the district as appendices.

One document we want to point out specifically for your input and comment is the Student Performance Measures appendix. This table can easily get unwieldy, and we would love input on how to best organize this large amount of information.

Slide 39

Now, back to the rule, subsection (4) establishes guidelines for school districts to submit evaluation systems to the department for review and approval. When a new system is established or an existing system is revised, districts should submit the system on the appropriate template electronically.

It is worth noting, districts currently implementing an approved evaluation system need not resubmit on the new forms. Only districts making revisions to be implemented in the 2018-19 school year should submit a revised system on the proposed templates.

Slide 40

Subsection (5) of the rule establishes guidelines for the review and approval of evaluation systems.

When an evaluation system is received, we are proposing that the department have 30 days to review the system and notify the district of any omitted elements or, if there are no omitted elements, that the submission is complete. If there are missing elements, the district will have 30 days to address the omitted elements and resubmit the evaluation system to the department. The department will then have 30 days to notify the district of the evaluation system approval status, either approved or denied.

An approved system may begin to be implemented when specified; a denied system must continue to be revised until all requirements are met.

Now we realize that this timeline may seem ambitious, but we think it reflects the importance of the subject matter, and will be achievable given the changes to the proposed template.

Slide 41

Subsection (7) of the rule establishes guidelines for monitoring the districts' implementation of their evaluation systems. Planning for the monitoring of implementation is often the last thing one plans for, and is often forgotten, yet it is so important.

Rule Development Workshop Presentation Script

As I mentioned earlier, the monitoring of evaluation systems will be ramping up next year, and this is one of the areas that we have identified to be an area of focus for monitoring.

Slide 42

The timeline, as depicted in the graphic, remains unchanged from previous versions of the rule.

In the revised rule, we are proposing to annually select no less than 10 percent of districts to monitor, prioritized based on factors such as the district percentage of schools receiving a grade of “D” or “F,” and the distribution of personnel in each of the four evaluation system performance levels. The department will provide districts with a minimum of 60 days’ notice, and monitoring activities may range from desktop monitoring to on-site visits.

Slide 43

That concludes the overview of what the laws state and the draft rule language for 6A-5.0411 and 6A-5.030, which was Part One of today’s workshop. Now we will move to Part Two, which is to provide you an opportunity to ask clarifying questions.

As a reminder, you may ask questions to clarify anything in the presentation or the draft rule text. If we are unable to provide an answer today, we will take your questions and get back with you for a response.

So let’s begin with those who are on the conference call line, and then go to those in the room. Operator, will you please compile the queue for questions and answers at this time.

Let’s turn to our audience present today in this room. Does anyone wish to ask a clarifying question?

We will also check the chat area on the webinar for clarifying questions.

Slide 44

With the time remaining, let’s turn to comments. We will begin with those in the room and if we have time, will move to those online. Remember, you can add comments via the website.

Comments from the conference line? Operator, please compile the queue for comments.

Comments from the chat feature on the webinar?

Slide 45

This concludes our Rule Development Workshop for today. Thank you for your participation throughout – and have a good day.