Using the MCAS-Alt in Educator Evaluation

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Using MCAS-Alt in Educator Evaluation

- MCAS Alternate Assessment (MCAS-Alt)
- http://www.doe.mass.edu/mcas/alt/
Using MCAS-Alt in Educator Evaluation

★ Not a required component of the Educator Evaluation Framework

★ Why Do It?

★ builds upon work that many educators are already doing;

★ promotes a shared vision of the inclusion of students with disabilities in instruction aligned to the MA Curriculum Frameworks;

★ increases the knowledge base of evaluators around the work of these educators.
Using MCAS-Alt in Educator Evaluation

★ The Decision:
★ Does the educator have enough students?
★ Is this an appropriate measure for this educator’s role?
★ Are there other measures already in place that provide accurate representations of student learning, growth, and achievement?
★ If the MCAS-Alt is going to be used in the educator’s evaluation, will it be used as one measure or two?
Using MCAS-Alt in Educator Evaluation

- Setting Parameters

- Terminology:
  - Low/moderate/high
  - Approaching/at/exceeding
Using MCAS-Alt in Educator Evaluation

★ Student Impact Rating: The evaluator shall determine whether an educator is having a high, moderate, or low impact on student learning based on patterns (at least two measures) and trends (at least two years).
Using MCAS-Alt in Educator Evaluation: The Process

1. Establish Baselines and Set Measurable Outcomes
2. Calibration Conversation
3. Teach and Record Student Progress
4. Impact Conversation
Using MCAS-Alt in Educator Evaluation: The Team

- Educator
- Evaluator
- Consulting General Educator (or content expert)
- Consulting Special Educator (could be Special Education Administrator)
Using MCAS-Alt in Educator Evaluation: The Process

1. Establish Baselines and Set Measurable Outcomes
2. Calibration Conversation
3. Teach and Record Student Progress
4. Impact Conversation
Using MCAS-Alt in Educator Evaluation

1. Establish Baselines and Set Measurable Outcomes

★ Educators determine appropriate entry points and measurable outcomes for students based on baseline data and the MCAS-Alt Resource Guides.
Using MCAS-Alt in Educator Evaluation – Fall Conversation

2. Calibration Conversation

★ Districts convene teams of four to review measurable outcomes and determine parameters for low, moderate, and high growth.

★ Educators should bring completed MCAS-Alt strand cover sheets to this meeting
Using MCAS-Alt in Educator Evaluation

Introduction: A small number of students with the most significant disabilities participate in the MCAS Alternate Assessment (MCAS-Alt). MCAS-Alt consists of a portfolio of specific materials, reflecting progress towards standards-based measurable outcomes, that is collected annually by the teacher and student.

While the MCAS-Alt is not a required part of the MA Educator Evaluation Framework, districts may choose to use the MCAS-Alt as a District-Determined Measure (DDM) for determining the impact of an educator on student learning, growth, and achievement. ESE has provided a process educators may follow when using the MCAS-Alt as a DDM.

Students who take the MCAS-Alt may show either consistent or inconsistent learning, growth, and achievement. Using the MCAS-Alt as a measure of teacher impact is a complex task. ESE recommends that districts assemble small teams to help establish parameters when using this measure. Evaluators should refer to ESE’s guidance around considering student populations while applying professional judgment in determining an educator’s Student Impact Rating.

Guiding Questions

<table>
<thead>
<tr>
<th>Calibration Conversation (Fall)</th>
<th>Impact Conversation (Spring)</th>
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<tbody>
<tr>
<td>Preparation: Bring complete MCAS-Alt Strand Cover Sheets, header data, and appropriate sections of the MCAS-Alt Resource Guide.</td>
<td>Preparation: Bring complete MCAS-Alt data charts and other supporting evidence.</td>
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<tr>
<td>How would you describe the students in your class?</td>
<td>What worked well for your class this year?</td>
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<td>What are some characteristics of your whole class?</td>
<td>What student achievements are you proudest of?</td>
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<tr>
<td>What are some characteristics of individual students?</td>
<td>How did the MCAS-Alt portfolio influence your Instruction this year?</td>
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<tr>
<td>For each MCAS-Alt Strand Cover Sheet, consider:</td>
<td>For each MCAS-Alt Data Sheet, consider:</td>
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<tr>
<td>What is the measurable outcome?</td>
<td>What kind of progress is reflected?</td>
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<tr>
<td>What baseline data informed the measurable outcome?</td>
<td>What additional evidence of student learning is available?</td>
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<tr>
<td>Is the measurable outcome challenging but realistic for this student?</td>
<td>Were there any extenuating circumstances that affected this student’s learning?</td>
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<tr>
<td>Does the measurable outcome reflect an appropriate range of moderate growth?</td>
<td>Does the data sheet reflect low, moderate, or high growth?</td>
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<tr>
<td>What instructional strategies will be most useful this year?</td>
<td>Calibration team provides additional context about student growth to the evaluator, as needed.</td>
</tr>
<tr>
<td>What curriculum plans are you using?</td>
<td></td>
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<tr>
<td>What possible challenges might arise?</td>
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Calibration teams should include: Educator, Evaluator, Consulting Special Educator, Consulting General Educator...

To offer suggestions, pose questions, or receive updates, please email EducatorEvaluation@ecec.massa.edu.

Page 1 of 1 June 2015
Using MCAS-Alt in Educator Evaluation – Parameters for Growth

★ What is the measurable outcome?
★ What baseline data informed the measurable outcome?
★ Is the measurable outcome challenging but realistic for this student?
★ Does the measurable outcome reflect an appropriate range of moderate growth?
Using MCAS-Alt in Educator Evaluation

Through the year, educators teach students and record progress towards measurable outcomes on data charts.

Additional collaborations between educators and members of this team are encouraged.
Using MCAS-Alt in Educator Evaluation – Spring Conversation

- Districts re-convene teams to review progress towards measurable outcomes.
- Educators should bring completed MCAS-Alt data sheets and other relevant evidence of student learning to this meeting.
Using MCAS-Alt in Educator Evaluation – beyond the Alt

★ Team-based approach to parameter setting
★ Individualized measures of student learning, growth, and achievement
★ Connections between general and special education teachers and administrators
Questions/Comments

★ EducatorEvaluation@doe.mass.edu
★ MA Educational Collaboratives