Educator Excellence Innovation Program

2015 Participant Feedback

Department of Research and Evaluation

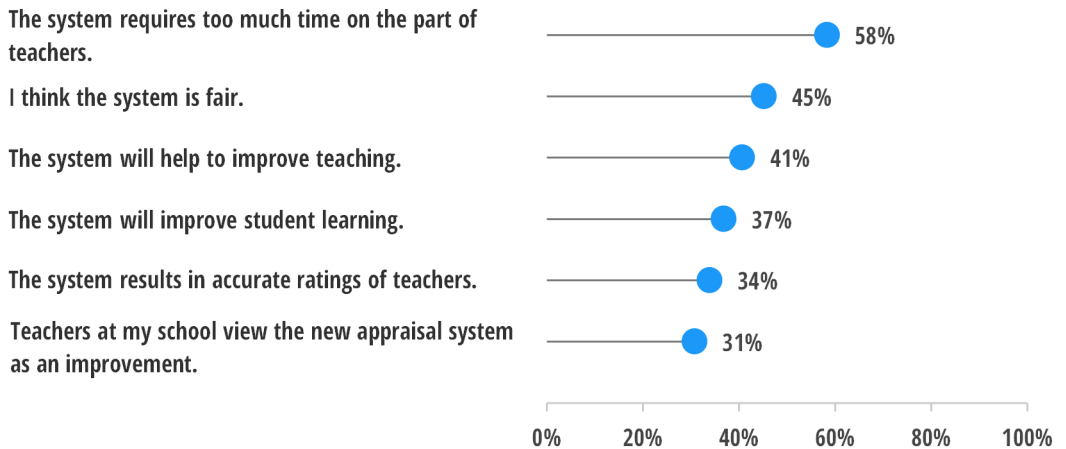AUSTIN INDEPENDENT SCHOOL DISTRICT

Executive Summary

This report describes feedback from the 2015 Austin Independent School District (AISD) Educator Excellence Innovation Program (EEIP) participants. EEIP is a state grant program that funds innovation in teacher support. In 2014, 17 EEIP grants were awarded to sites across the state, including 11 school districts and six charter or other programs. AISD was awarded a total of $2 million over a 2-year period. The grant period concludes in August 2016.

Two hundred and fifty-five teachers at six Title I elementary schools were chosen to participate in EEIP: Houston, Langford, Linder, Palm, Perez, and Widen. EEIP includes components developed as part of the AISD REACH strategic compensation program as well as the Professional Pathways for Teachers (PPfT) teacher appraisal system, including the pilot appraisal system, student learning objective (SLO) facilitators, professional learning community (PLC leads), novice teacher mentoring, and peer observation.

EEIP participants reported positive experiences with most of the program components. Novice teachers and principals reported the novice teacher mentoring component was well implemented and that they were very satisfied with the support their mentors provided to new teachers and to the campus at large. Teachers also reported positive experiences with their PLCs, in which they spent time analyzing student data, student work, teacher work, and professional literature. Although the number of participants was small (14%), teachers who worked with a peer observer also reported positive experiences.

However, EEIP teachers did not view the PPfT appraisal system very favorably. Fewer than half agreed it was an improvement over the current system, was fair, or was an accurate measure of teacher effectiveness.

Only one third of EEIP teachers felt that PPfT was an improvement.

The system requires too much time on the part of teachers.	58%
I think the system is fair.	45%
The system will help to improve teaching.	41%
The system will improve student learning.	37%
The system results in accurate ratings of teachers.	34%
Teachers at my school view the new appraisal system as an improvement.	31%

0%   20%   40%   60%   80%   100%

One area of dissatisfaction with PPfT was SLOs. EEIP teachers were less likely to agree that SLOs were a fair measure of students' growth, improved their teaching, and were worth the extra work than were other AISD teachers who used SLOs. EEIP teachers were the first in AISD to use SLOs without any attached financial incentive, which may

explain why they reported less favorable attitudes toward SLOs than did teachers who were at AISD REACH schools and received a substantial stipend ($1,500 to $2,000) for student achievement results tied to their SLOs. Subsequent reports will further investigate the PPfT experiences and perceptions of the EEIP participants and will make recommendations for the PPfT rollout, in which SLOs are included.

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Purpose

This report summarizes feedback from the 2015 Austin Independent School District (AISD) Educator Excellence Innovation Program (EEIP) participants. A survey was conducted in May 2015, to which 79 teachers (31%) from the six campuses responded.[1] In addition, novice teacher mentoring participants completed an evaluation of their EEIP mentors. An overview of the results of the mentor evaluation is presented.

Background

The Texas Education Agency describes the purpose of the EEIP grant program as follows:

> [EEIP] improve[s] educator effectiveness in Texas public schools through the funding of innovative practices that target the entire timeline of a teacher's career. The grant awardees will improve student performance by fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field. These new models of recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention will be evaluated for their effectiveness in fostering effective teaching and improving student performance, especially among students attending Title I-funded schools with high levels of economically disadvantaged enrollment, so that best practices can be scaled across the state.

> Required practices include induction and mentoring, evaluation, professional development and collaboration, and strategic compensation and retention. Preferred practices include recruiting and hiring, and career pathways.

In 2014, 17 EEIP grants were awarded to sites across the state, including 11 school districts and six charter or other programs. AISD was awarded $2 million. The grant period concludes in August 2016.

EEIP in Austin

Six Title I elementary schools were chosen to participate in EEIP: Houston, Langford, Linder, Palm, Perez, and Widen. The program includes elements developed as part of the AISD REACH strategic compensation program as well as the Professional Pathways for Teachers (PPfT) teacher appraisal system. EEIP includes support for teacher development, with many new campus leadership roles. EEIP elements include:

> PPfT,[2] a comprehensive teacher appraisal system that addresses instructional practice, professional growth and responsibility, and students' growth. Under PPfT, teachers have multiple opportunities to receive feedback on their practice from multiple observers and submit evidence of professional growth (e.g., professional development sessions attended). Teachers also are assessed based on their ability to demonstrate students' growth using student learning objectives (SLOs) and a school-wide value-added score.

[1] Principals also were surveyed but none of the six principals responded.
[2] For more information about PPfT, please visit: http://www.austinisd.org/ppft.

SLO facilitators help guide teachers on their campus through the SLO process, including providing information about requirements and deadlines, and assistance navigating the online submission tool.

Professional Learning Community (PLC) leads guide groups of teachers through professional learning activities, such as examining student data, analyzing student work, analyzing teacher work, and reviewing professional literature. PLC leads receive training in facilitation.

Novice teacher mentors[3] support teachers in their first 2 years of service. The mentors provide support with lesson planning, co-teaching and modeling lessons, classroom observation and feedback, and assessment of student learning. Teachers in their third year receive support from an experienced teacher on their campus.

Peer observers provide targeted feedback to teachers with 4 or more years of experience who elect to participate. Peer observers meet with teachers to identify an area of need, conduct classroom observations, and then work with teachers to plan strategies for improvement in the area of need.

Stipends for EEIP participants:

$5,000 for full-release mentors

$1,000 for campus-based mentors

$5,000 for peer observers

$1,500 for PLC leads

$1,000 for SLO facilitators

$500 for teachers in hard-to-staff positions

Professional Pathways for Teachers

The most significant program implementation challenge for EEIP schools was moving from the standard state Professional Development and Appraisal System (PDAS) to a more comprehensive system of appraisal, support, and professional development, PPfT. A description of the differences between the two systems can be found on page 9.

EEIP teachers responded to several survey items about their experiences with PPfT. The first set of questions asked about sources from which teachers received useful information about PPfT. The majority of teachers selected "campus faculty meeting" as a source of useful information, and very few teachers indicated that they obtained useful information from the PPfT website (Figure 1).

Figure 1
Most teachers obtained useful information about PPfT in faculty meetings.
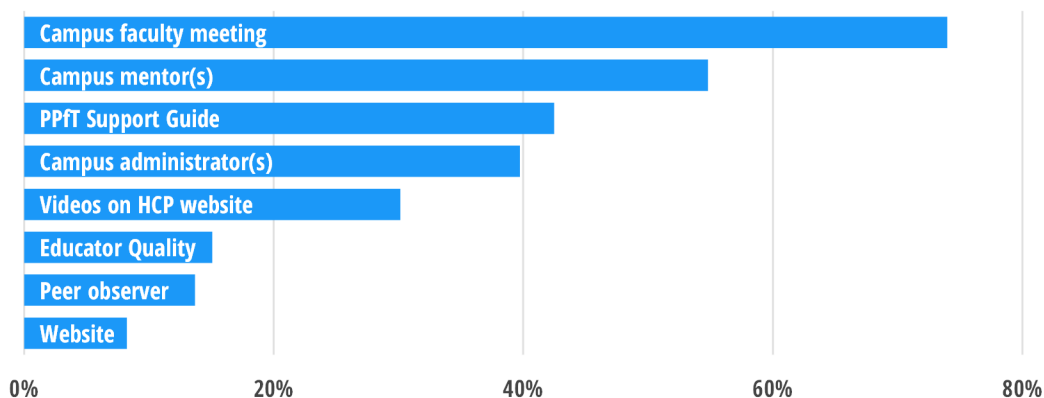
Note. Participants were instructed to "select all that apply."

In addition, teachers were asked to indicate their level of agreement with several items that assessed their general impressions of the program (Figure 2). Most teachers indicated they felt the system required too much time on the part of teachers, and fewer than half agreed the system was fair. Few teachers (31%) viewed PPfT as an improvement over the PDAS system.

Figure 2
Only one-third of EEIP teachers agreed that PPfT was an improvement.

The system requires too much time on the part of teachers.	58%
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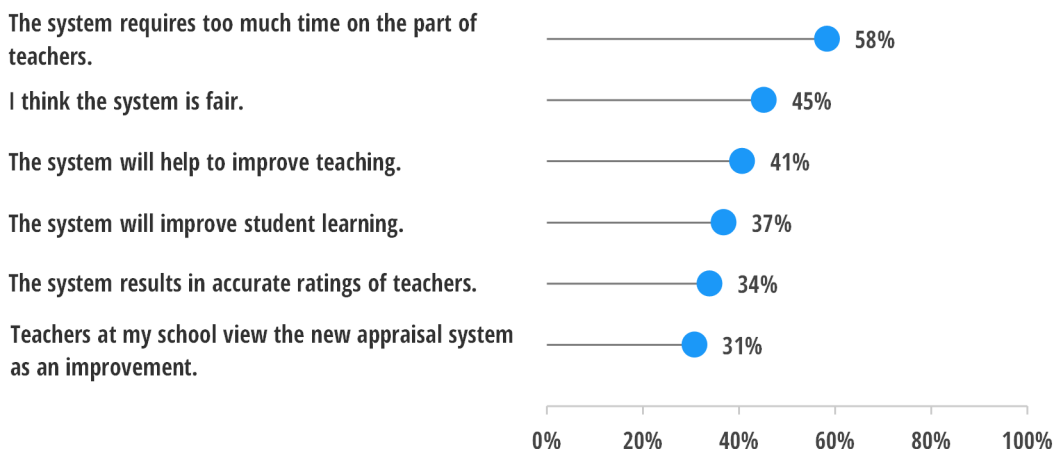
Note. Percentages indicate teachers who agreed or strongly agreed.

PPfT Appraisal System Versus PDAS

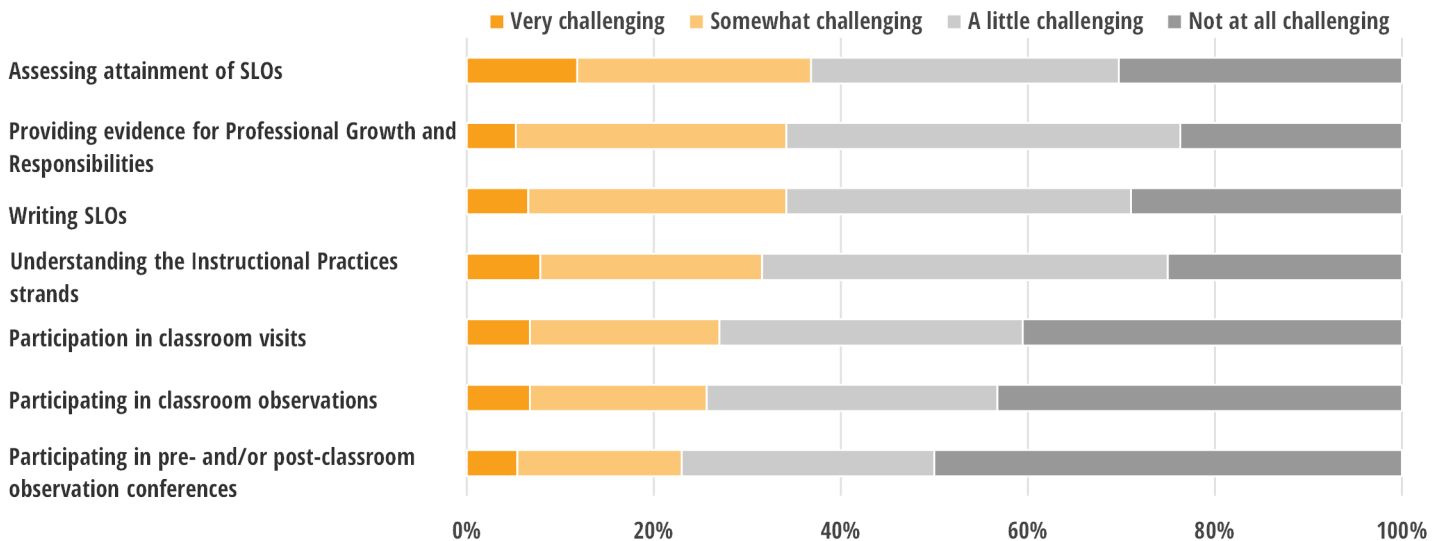|	**PPfT**	**PDAS**
Goal	To promote professional growth for all teachers; encourage more frequent, timely and formative feedback; and incorporate multiple indicators of success	To improve student performance through the professional development of teachers
Performance measures	Differentiate performance using multiple measures of student growth, along with ratings for Instructional Practice and Professional Growth and Responsibilities	Do not differentiate performance or include evidence of teachers' individual impact on student learning
Measures of student growth	25% of the appraisal is reflected in measures of students' growth, including: ● One teacher SLO ● School-wide value-added score based on students' growth, as measured by state assessments	Appraisals do not include measures of students' growth; students' performance is measured by campus performance rating and adequate yearly progress (AYP)
Self-reflections	Teachers complete a self-reflection at the beginning of the year	Teachers complete a Teacher Self-Report form to give appraisers additional information about efforts to improve students' performance
Observations	Two announced observations (30-minute minimum) by two different appraisers during the school year, one in fall and one in spring	One 45-minute classroom (formal) observation each year; additional observations are permitted at the discretion of the appraiser and are not required
Classroom visits	Requires at least four classroom visits each school year, two in fall and two in spring	Walkthroughs are not required and are conducted at the discretion of the appraiser
Written feedback	Written feedback after all announced observations and classroom visits	Written feedback is not required; feedback is necessary if observations will be used for appraisal purposes
Conferences	Optional pre-observation conferences; requires a post-observation conference for each announced observation and a summative conference at the end of the school year.	Pre- and post-observation conferences for the 45-minute observations are optional; requires only one conference (summative conference) for the purpose of discussing the summative rating.
Scoring	Multiple measures are combined for a final score that falls on a scoring spectrum of five levels: distinguished, highly effective, effective, minimally effective, and ineffective	The system ranks teachers in eight domains on a 4-point scale: exceeds expectations, proficient, below expectations and unsatisfactory

Figure 3 summarizes teachers' perceptions of how challenging various elements of PPfT were. The majority of teachers reported they found PPfT to be a little challenging/not challenging at all. Participation in classroom observations and the pre-and post-observation conferences appear to have been the least challenging for most teachers. This was not surprising given that the level of additional work and preparation required for PPfT's multiple observation requirements was minimal for teachers.

Figure 3
EEIP teachers reported most elements of PPfT were a little/not at all challenging.
Some teachers felt that writing and assessing attainment of SLOs was very/somewhat challenging.

Legend: ■ Very challenging ■ Somewhat challenging ■ A little challenging ■ Not at all challenging

- Assessing attainment of SLOs
- Providing evidence for Professional Growth and Responsibilities
- Writing SLOs
- Understanding the Instructional Practices strands
- Participation in classroom visits
- Participating in classroom observations
- Participating in pre- and/or post-classroom observation conferences

Student Learning Objectives

EEIP teachers found assessing their progress toward SLOs to be somewhat difficult. Although some AISD schools have been working with SLOs for many years, the EEIP schools were new to the process, and it can take time for teachers to learn how to incorporate SLOs into their daily work. Thirty-seven percent of teachers indicated that assessing attainment of their SLO was somewhat or very challenging. This may explain the extent of variation found in the frequency with which teachers measured their progress toward SLOs (Figure 4). Although 27% of teachers reported that they assessed their SLO progress weekly, 24% only assessed their progress once per semester.

Figure 4
Most teachers measured progress toward their SLO either weekly or once a semester.

Legend:
- Weekly
- Once a semester
- A few times a semester
- Monthly
- Bi-weekly
- Daily
- Never
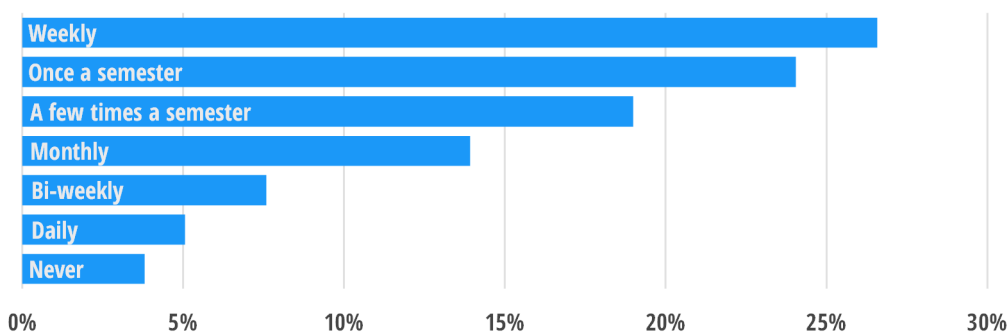
EEIP participants' perceptions of SLOs represent an important preview of what to expect when the PPfT appraisal is implemented districtwide. In AISD, the EEIP schools and two PPfT schools were unique because their SLO results were not incentivized by stipends. All other PPfT schools were AISD REACH schools prior to joining PPfT and therefore had not yet completed SLOs without the monetary incentive. AISD REACH schools used SLOs to demonstrate students' growth, and teachers received stipends when their students met growth benchmarks. Twelve schools used SLOs for both appraisal and incentivized stipends.

Use of SLOs in EEIP, PPfT, and REACH Schools

Survey data from EEIP, PPfT schools, and AISD REACH participants indicate a clear pattern: EEIP teachers responded less favorably about SLOs than did other PPfT pilot school teachers or AISD REACH teachers (Figure 5). Although SLOs were used at AISD REACH schools for 7 years, their use at EEIP schools was different in a few important ways. For example, SLOs were used in AISD REACH schools both to support the "best practice" of goal setting and to reward teachers financially with stipends for successfully meeting their SLOs, thereby demonstrating students' growth. The financial incentive also seemed to offset the additional work involved in setting, monitoring, and working toward their SLO goals. When SLOs were included in the new PPfT appraisal at several AISD REACH schools, teachers expressed concerns that instead of using SLOs as a "teacher-driven method to formalize goal setting and demonstrate students' growth, including SLOs in the teacher appraisal system has changed them into something punitive."[4]
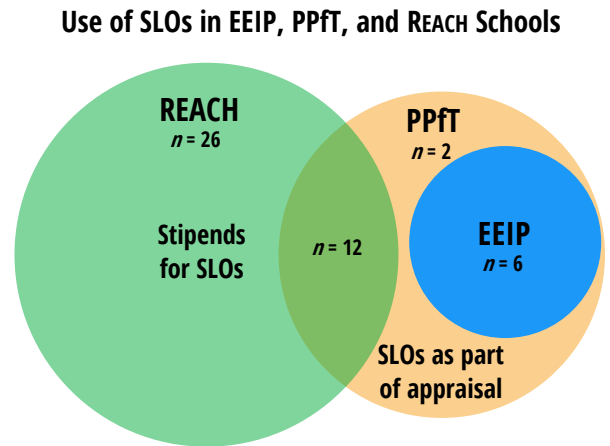
Figure 5.
EEIP teachers responded less favorably to items about SLOs than did PPfT or AISD REACH teachers.

Note. All means differences are statistically significant at the *p* < .01 level, except for (*), for which only the AISD REACH mean was significantly different from the means for EEIP and PPFT. Teachers may be included in more than one group, based on school membership in multiple programs.

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[4]Lamb, Schmitt, Gross, & Cornetto (2013)

Professional Learning Communities

EEIP schools engaged in campus-based professional learning with PLC leads. Leads from each school guided campus-based learning in small groups, often made up of all teachers in a grade-level or subject area.

PLC leads were trained in collaborative learning techniques and were instructed to focus on four primary areas of professional learning: examining student data, analyzing student work, analyzing teacher work, and reviewing and discussing professional literature. Figure 6 displays the frequency with which teachers reported engaging in these activities in their PLCs. Most teachers reported that they engaged in all four activities in their PLCs; they were likely to do some more often than others.

Figure 6

In PLC meetings, teachers focused on examining student data more often than reviewing and discussing professional literature.

Activity	Percentage
Examining student data	~81%
Analyzing student work	~76%
Analyzing teacher work	~65%
Reviewing and discussing professional literature	~62%

0%   20%   40%   60%   80%   100%
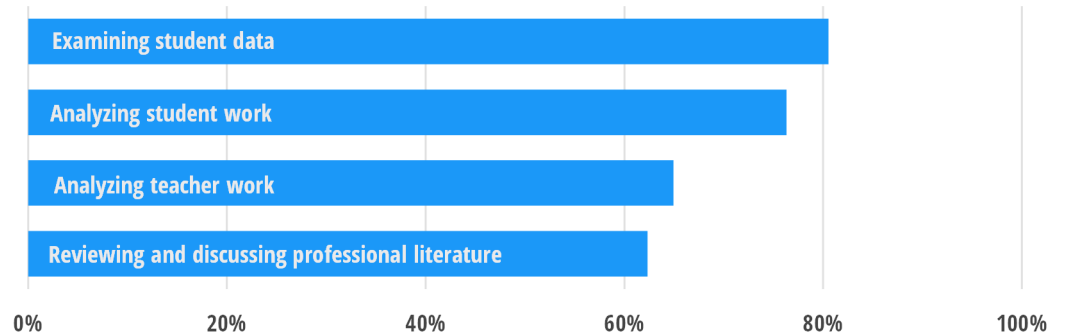
Note. Percentages indicate teachers who selected often or sometimes.

In addition to leading specific activities, PLC leads also worked to set expectations for participation and engagement, and to encourage cooperation among participants. Seventy-eight percent of teachers characterized their role in the PLC as an active participant (Figure 7).

Figure 7

Most teachers described their role in PLC meetings as an active participant.

Role	Percentage
Actively participate	~78%
Accepting influence from others	~50%
Willing to push ideas	~42%
Helping others feel at ease	~36%
Enjoying the process	~31%
Leading the PLC	~24%

0%   20%   40%   60%   80%   100%
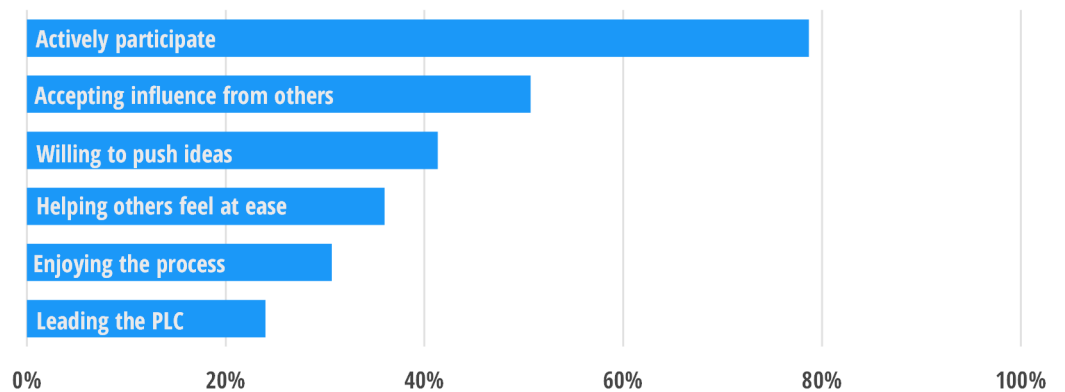
Finally, although participants agreed that they felt comfortable enough in their PLCs to raise concerns, only 65% agreed that the goals of their PLC were clear (Figure 8).

Figure 8
Most EEIP teachers agreed that they felt comfortable raising concerns in their PLC.
Fewer agreed that the goals of their PLC were clear.

I feel comfortable raising concerns in my PLC. ——————————————● 83%

The goals of my PLC are clear. ——————————● 65%

| 0% | 20% | 40% | 60% | 80% | 100% |
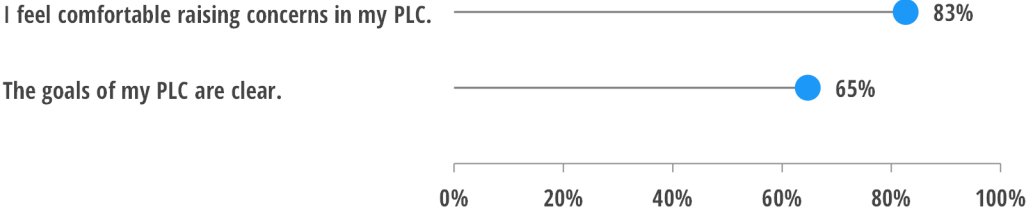
Note. Percentages indicate teachers who agreed or strongly agreed.

Novice Teacher Mentoring

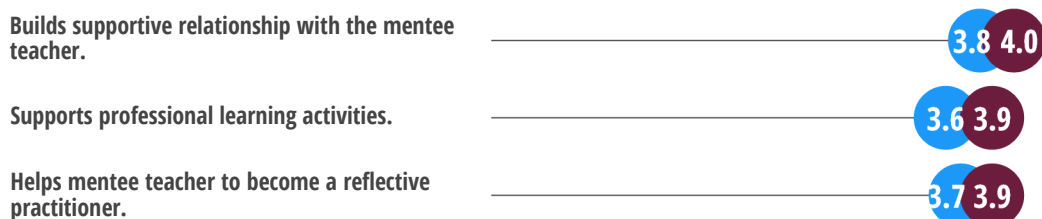Mentoring support for EEIP teachers in their first 2 years of teaching was provided by full-release mentors trained in the AISD REACH mentoring program, for which there was evidence of success.[5] Both the novice teachers and EEIP principals rated their EEIP mentors using a rubric designed to assess the level of implementation of the essential mentoring activities. Both novice teachers and principals rated the level of implementation of these activities very highly (Figure 9).

Figure 9
EEIP mentors scored very high ratings for their implementation of the mentoring program from both novice teachers and principals.
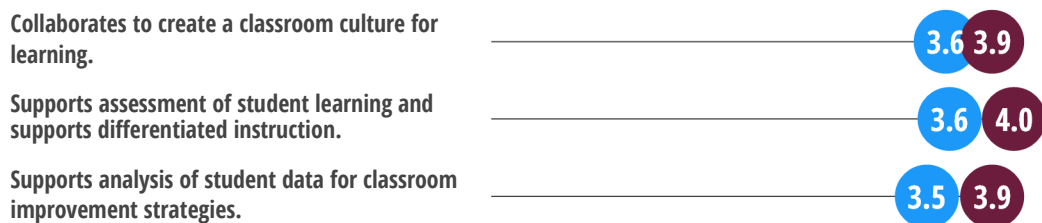
My mentor...

I. Facilitates teacher growth by providing support and learning opportunities.

Builds supportive relationship with the mentee teacher.   3.8 4.0

Supports professional learning activities.   3.6 3.9

Helps mentee teacher to become a reflective practitioner.   3.7 3.9

II. Collaborates with teachers to develop a positive behavioral environment.

Collaborates to develop strategies for managing classroom procedures.   3.6 4.0

Collaborates to develop strategies for managing student behavior.   3.6 3.9

III. Collaborates in planning for learning-centered instruction.

Collaborates to create a classroom culture for learning.   3.6 3.9

Supports assessment of student learning and supports differentiated instruction.   3.6 4.0

Supports analysis of student data for classroom improvement strategies.   3.5 3.9

| 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| No | | | | | | Full |

Level of implementation

Source. EEIP Mentor Evaluation
Note. Teacher *n* = 47; principal *n* = 6

Comments from teachers and principals also indicated a high level of satisfaction with the program. One teacher said:

> My mentor was extremely supportive and readily available. The training that both mentors provided at an after school meeting was probably the best [professional development opportunity] I have had in AISD. I have learned how to reflect on my work.

[5]For more information about the AISD REACH mentoring program, please visit http://www.austinisd.org/reach/mentors

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Many novice teachers commented on their appreciation for support from their mentors with managing student behavior and classroom routines. Examples include:

> [Mentor] has been particularly helpful in helping me figure out how to support students who are still developing an understanding of how to be in the classroom. She has suggested and provided models of several behavioral strategies. She has also checked in and helped me revise strategies that aren't working.

> Helps to come up with behavior ideas and plans for students who struggle with off task behaviors in kindergarten.

> Mentor helped with developing consequences for whole class and individual students when behavior issues arose.

> I have received priceless instruction on classroom management as well as discipline and other problem behaviors.

> Very good at giving ideas for classroom management and student behavior. She doesn't force you to use her ideas, she just puts them out there and discusses them with you, and if it doesn't work for the teacher, she will brainstorm other ideas based on the feedback she gets.

> Having a very difficult classroom, I thought [mentor] did an excellent job supporting me and my students. She allowed me to try different things and was able to help me implement procedures.

Principals expressed appreciation for the support mentors provided to their novice teachers as well as to the campus as a whole:

> [Mentor] has gone above and beyond to support our first-year teachers. She is part of the instructional team and participates in planning for instruction with the grade levels that she works with. She collaborates with the instructional coaches and supports the campus when needed.

> [Mentor] is a true professional, and we are happy and pleased with her work. She truly understands best practices and gives back unconditionally.

> My faculty and staff love [mentor]. She is a wealth of knowledge and helps us in any capacity.

> [Mentor] has been an outstanding addition to our team this year. She has demonstrated professionalism, skills and knowledge, a strong work ethic, integrity, caring, problem solving, collegiality, friendliness, and more. We appreciate all of her contributions to our novice teachers and the campus as a whole and hope she is able to continue on our campus in the future.
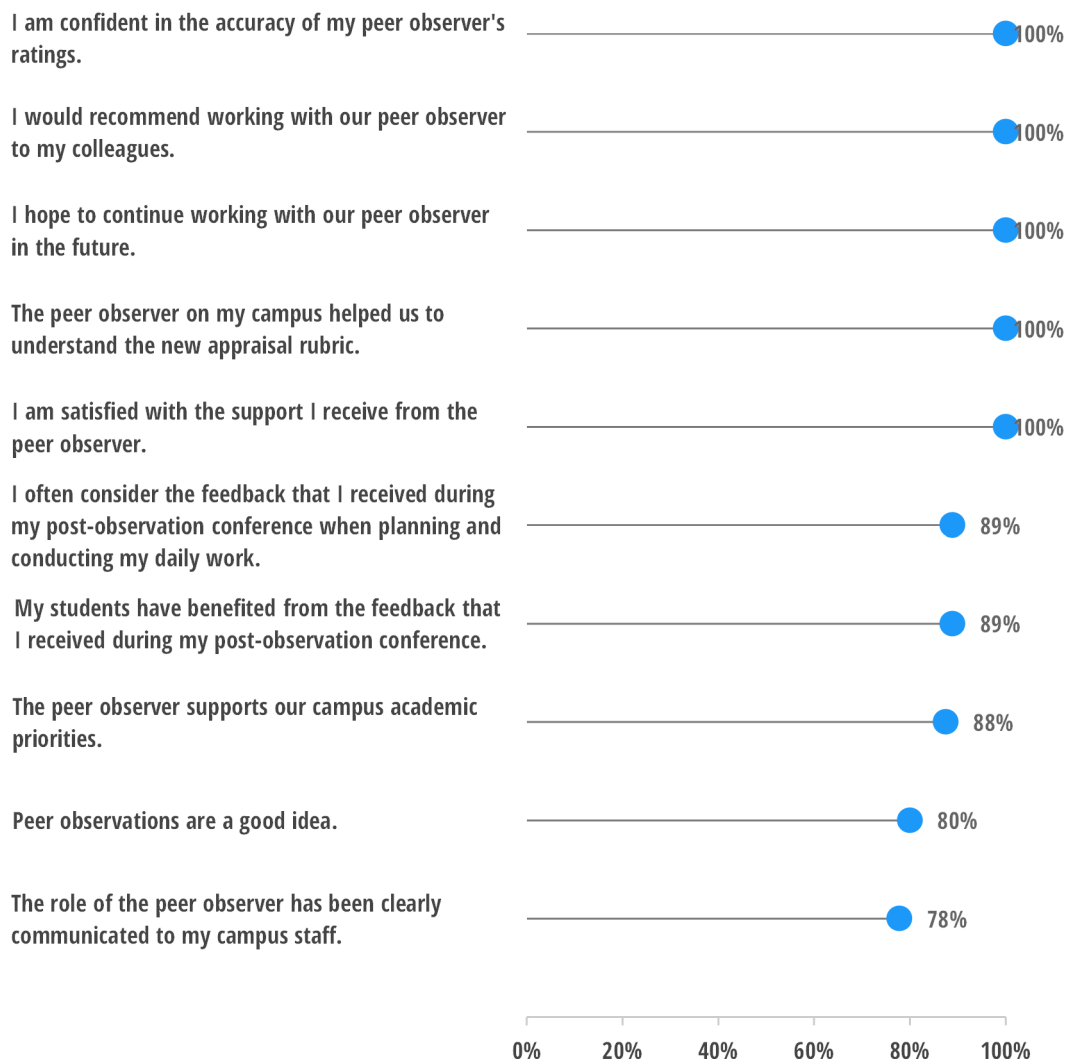
Peer Observation

The peer observation piece of EEIP was adapted from the program used to support teacher development in AISD REACH schools for several years. One difference between the EEIP and REACH versions is that while all REACH teachers worked with a peer observer, EEIP teachers generally had to opt in. A second difference is that REACH teachers received a stipend at the end of the school year for successfully demonstrating improvement in their practice from one observation to the next. In the EEIP version, no stipends were attached to the outcome of peer observations.

Thirty-six EEIP teachers (about 14%) completed at least one observation cycle with a peer observer, including a pre-observation conference in which teachers identified an area they wanted to work on, an observation by the peer observer, and a post-observation conference to review and plan for changes. These teachers had very positive experiences (Figure 10).

Figure 10
Teachers who worked with peer observers had positive experiences.

Statement	Percentage
I am confident in the accuracy of my peer observer's ratings.	100%
I would recommend working with our peer observer to my colleagues.	100%
I hope to continue working with our peer observer in the future.	100%
The peer observer on my campus helped us to understand the new appraisal rubric.	100%
I am satisfied with the support I receive from the peer observer.	100%
I often consider the feedback that I received during my post-observation conference when planning and conducting my daily work.	89%
My students have benefited from the feedback that I received during my post-observation conference.	89%
The peer observer supports our campus academic priorities.	88%
Peer observations are a good idea.	80%
The role of the peer observer has been clearly communicated to my campus staff.	78%

*Note.* Percentages indicate teachers who agreed or strongly agreed.

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However, only 78% agreed that the role of the peer observer had been clearly communicated, which offers some insight into why the participation rate was so low for peer observation. Program staff wondered if teachers were overwhelmed by classroom visitors and feedback about their teaching from other sources, and therefore were not likely to choose to work with a peer observer.

They also wondered whether feedback from many different sources was aligned and consistent.

Survey respondents indicated they received feedback, on average, from three different people during the school year. As indicated in Figure 11, most teachers received feedback from a school administrator this year, in addition to feedback from several other sources including coaches, other teachers, and mentors. Interestingly, the EEIP teachers also indicated the feedback they received was more manageable than overwhelming, and more consistent than contradictory (Figure 12). This suggests that teachers may have elected not to participate in peer observation for reasons other than feeling they were already inundated by feedback about their teaching.

Figure 11
Most EEIP teachers received feedback from school administrators during the year.
Fewer received feedback from other sources.
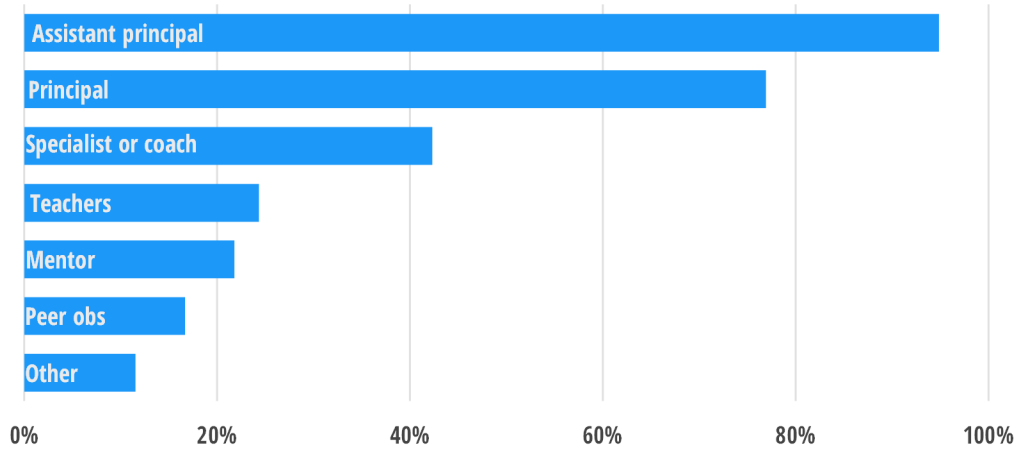
Note. Other feedback providers written in were curriculum specialist, dual language department, dual language lead teacher, nobody, Region 13 students, school counselor, TLI mentor.

Figure 12
Most EEIP teachers rated the feedback they received as more manageable than overwhelming and more consistent than contradictory.
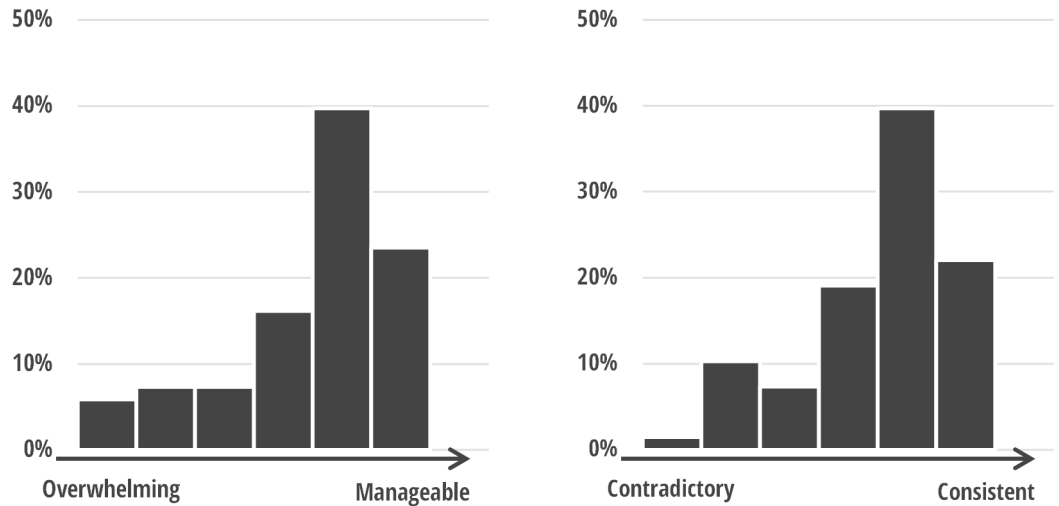
Reasons teachers sought help from a Peer Observer:
> Had several students with behavior and academic issues, a little overwhelmed at beginning of year
> I felt that I could use the help in instituting more use of technology in my classroom.
> New ideas
> New to grade level and through my experience it is always helpful to have another set of eyes
> There are always so many areas for improvement!
> To learn more from my team-mates

Summary and Future Questions

PPFT

The EEIP grant provided an opportunity for AISD to bring some of the most valuable pieces of the AISD REACH program and the PPfT appraisal together to support a small group of campuses. This was an important process because the lessons learned may inform the expansion of the PPfT program as it becomes the district's standard appraisal system. Therefore, it is especially useful to examine challenges of or unintended results from implementing PPfT at the EEIP schools.

Although they did not find the implementation particularly challenging, most EEIP teachers did not agree that PPfT was an improvement over the current teacher appraisal system. In addition, they did not agree that PPfT is fair, accurate, or will improve student teaching.

Of particular relevance to PPfT is the response teachers had to using SLOs as a measure of students' growth for their appraisal. The SLO survey results indicated teachers at EEIP schools were much less favorable toward SLOs than were teachers at PPfT pilot schools or AISD REACH schools. However, evidence indicated teachers at AISD REACH schools became more satisfied with SLOs over time, with practice and use of the SLO data.[6]

Subsequent investigations should explore participants' experiences to better understand what is driving dissatisfaction with SLOs among EEIP teachers. As noted earlier, execution of the SLOs at EEIP schools differed in some respects from execution of SLOs at the other schools, including the lack of financial incentives and framing of the SLO as a measure of teacher effectiveness, rather than as a tool to improve and demonstrate students' growth. Future work should consider both factors and further probe the negative feelings about PPfT among EEIP teachers to learn more about the role SLOs play.

PLCs

The PLC leads appear to have supported the PLC content goals; most respondents indicated they sometimes or often engaged in the four focus topics: analyzing student data, analyzing student work, analyzing teacher work, and reviewing and discussing professional literature. One question to address in subsequent reports is the extent to which these activities met teachers' needs and whether additional areas of need could be met in PLCs. In other words, to what extent are these the activities participants most value?

In addition, only 65% of participants agreed that the goals of their PLC were clear. This raises the question of whether the PLCs leads could assist groups in helping their groups clarify, document, and measure progress toward PLC goals.

[6] **Schmitt, Lamb, Cornetto, & Courtemanche (2014)**

[7] **For information on evaluation of the mentoring program developed for the AISD REACH program and used at EEIP schools, please visit our website at http://www.austinisd.org/dre.**

Novice Teacher Mentoring

The mentoring model used for EEIP[7] was developed and refined over a 7-year period as part of AISD REACH, and therefore expectations for success were high. Indeed, participants responded very favorably to questions about the EEIP mentors. Both ratings of the level of implementation of the program activities and the open-ended comments from principals and novice teachers reflected positive experiences with the program.

Peer Observation

The EEIP support activity that was most underused was peer observation. Fewer than 14% of all EEIP teachers completed at least one observation cycle with a peer observer.

The thirty-six teachers who worked with a peer observer had positive experiences, but some also felt that the role of the peer observer was not clearly communicated to their campus staff. Principals' perceptions of the peer observation component of EEIP were unavailable.

It is unclear why participation in peer observation was so low. Staff suspected that feeling overwhelmed by existing feedback might explain teachers' lack of participation; however, most teachers reported the amount of feedback they received this year was manageable and consistent. Future investigations should examine teachers' lack of knowledge about and/or interest in receiving support from a peer observer. For example, were teachers confused about the role of the peer observer? Was the way in which principals communicated the availability and purpose of the program consistent across campuses? Did staff explain the potential benefits of working with peer observers?

Conclusion

The EEIP program will continue through the 2015–2016 school year, with potential for additional funding to support a third and fourth year. The results presented in this report suggest that participants were satisfied with most of the program elements, but that more information is needed to understand the underutilization of peer observation and dissatisfaction with SLOs in the teacher appraisal. Subsequent reports of participants' experiences will address these issues more fully.

Appendix

SLO Assessments

Most teachers used benchmark data to identify an area of student need for their SLO.
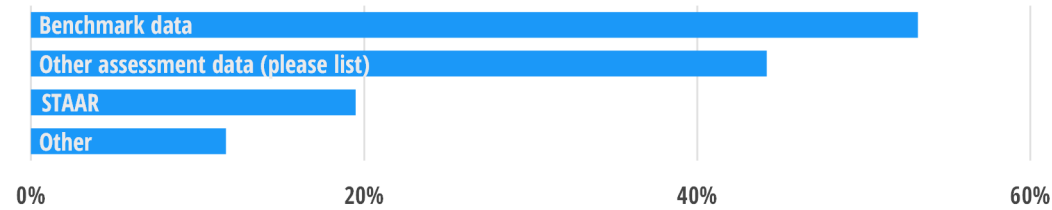
Reasons teachers gave for choosing their SLO assessment:

need of students

STAAR data

I selected problem solving for my SLO because students struggle the most to apply strategies they have learned when problem-solving.

It aligned with gened teacher of record (I am special ed).

it was the lowest reporting category from our staar.

Few choices

By looking at the BOY results (Beginning of the year assessment)

Time and program was new in my campus

The students showed that they were very low in that TEK in the previous year

High area of need

I wanted to challenge myself in Math. Language Arts is my strength.

best option of those provided

Based on my students needs. Teacher Assessments.

I chose it because reading is a high area of need, and every other subject area depends on a solid base in reading and comprehending. I also thought that it would be easier to use DRA because it was an assessment that we were already giving anyway.

I chose Tejas Lee because it seemed to accurately measure my students' learning.

Being new to grade my team mates chose it.

created from students current levels, pre requisite skills.

To work on student comprehension and vocabulary; two areas that were low on our school data last year.

Accessibility, nothing extra; was already giving that growth assessment.

It was a pre-made assessment that fit the needs of our students.

Fit student needs

When reviewing recorder basics with 5th grade, I discovered they knew very little even after having begun a full year earlier.

Grade level coordinated for each subject.

That was the students area of need when I checked on the End of the Year assessment for 2nd grade.

"Other" assessment data included (n):

- Tejas LEE (7)
- Teacher assessment (6)
- TPRI (6)
- DRA levels (5)
- TANGO (2)
- 1st grade EOY (1)
- Anecdotal Records (1)
- Behavioral (1)
- BOY TEMI (1)
- CPALLS (1)
- CRM's (1)
- dibels next (1)
- Guessing what areas students were low in. No previous assessments were in place to make decision. (1)
- pre requisite skills (1)
- pre-test of pre-k skills (1)
- STAAR ALT 2 (1)

Reasons teachers gave for choosing their SLO assessment (continued):

I was paired with a general education teacher who chose it.

The SLO contained the basic skills that the students need as a foundation.

Provided by district representative.

I used it to determine my students grades.

It is part of Pre K Curriculum

Because it was a measure that is already in place and it would accurately measure student progress throughout the year.

Because it contained the basic mathematical concepts and skills that our students should master before moving on to kindergarten.

I collected work samples in different content areas. I administered a few teacher-made assessments. I chose to focus on a math SLO because I wanted baseline data at the beginning of the year. In reading, we have the TPRI. We don't administer TEMI until the middle of the year. The SLO helped me gather data in the area of math earlier than TEMI was scheduled.

I chose the SLO assessment that I did because I feel that literacy is very important.

Based on 1st EOY on TPRI/TejasLee and the current expectations to pass 2nd grade TPRI/Tejas Lee, we decided that for students to progress and be on grade level they must be able to understand the main idea and must support it with details.

Because it covered the TEKS we chose for our SLO.

I used what other teachers from my grade level were using. However, I did not fully understand the full process of the SLO.

Used measurement that our coach recommended /

Because it is relevant to the achievement goals for the grade level.

Guessing what areas students were low in. No previous assessments were in place to make decision. This was the first time I've participated in SLO as a teacher and with a Pre-k classroom.

There was a deficiency in my students' understanding of place value and their addition and subtraction skills needed improvements.

It was an important element of the music curriculum for that grade level.

I chose it based on my experience as a teacher. Theme in poetry is a difficult skill for my students.

highest area of need

We used TPRI/Tejas Lee

Grade level decision

Based on needs of the campus and my classroom.

The area I chose was the area in which my students performed most poorly in BOY assessments.

problem-solving is a critical need of area at our school and with my group of students. i also believe it is a rigorous goal to set and all math should be focused around higher-order problem solving.

Based on TPRI data and TLI goals

It was the only instrument of assessment I was told I could use. Nothing else was available for me to select from. I wanted to use my own development assessment because I have done something similar for National Board -- but nothing else was available.

Highest need.

There was a need for the student's reading skills to be improved.

It seemed the most appropriate for first grade because helping the students to read is a major priority.

To monitor progress. reach students needs, and direct my teaching

Reasons teachers gave for choosing their SLO assessment (continued):

We chose TPRI assessment because it fit the exact needs of our students. It is also a great assessment.

Because they have to master these skills before leaving 1st grade

The DRA assessment tool was chosen because it was determined to be a fair assessment of our students Reading achievement.

Teacher created assessment by grade level.

It was provided for me.

References

Lamb, L. M., Schmitt, L. N. T., Gross, R., & Cornetto, K. M. (2013). *Austin Independent School District (AISD) pilot teacher appraisal system update: 2012-2013 focus group and survey summary* (DRE Publication No. 12.70). Austin, TX: Austin Independent School District.

Schmitt, L. N. T., Lamb, L. M., Cornetto, K. M., and Courtemanche, M. (2014). *AISD REACH Program Update, 2012-2013: Student learning objectives* (DRE Publication No. 12.83b). Austin, TX: Austin Independent School District.